SIG Form 1—Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
November 18, 2011, 4 p.m.

Submit to:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

NOTE: Please print or type all information.

County Name: Alameda	**County/District Code:** 06001
Local Educational Agency (LEA) Name Oakland Unified School District	**LEA NCES Number:** 0628050
LEA Address 1025 Second Avenue	**Total Grant Amount Requested** $10,298,880

City Oakland, CA	**Zip Code** 94606
Name of Primary Grant Coordinator Aaron Townsend	**Grant Coordinator Title** Coordinator, SIG

Telephone Number (510) 336-7505	**Fax Number** (510) 482-6182	**E-mail Address** aaron.townsend@ousd.k12.ca.us

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee Tony Smith	**Telephone Number** (510) 879-8200
Superintendent or Designee Signature (Blue Ink)	**Date** 11/16/11

SIG Form 2—Narrative Response

i. Needs Analysis

Oakland Unified School District is applying for School Improvement Grant funding for our two persistently low-achieving (Tier I) middle schools that have not begun the SIG process: **Roots International Academy** and **Alliance Academy**. Below we profile these schools; describe the tools and processes we utilized for the needs assessment; detail our findings; and review who has contributed to the needs assessment, data analysis, and to identifying the appropriate intervention models for these schools.

ROOTS INTERNATIONAL ACADEMY was reconstituted as a small school in the 2005-06 school year, with a new principal, action plan, and program. It is located in East Oakland on the former Havenscourt campus, along with two pre-schools, two elementary schools, and Coliseum College Prep Academy, which encompasses grades 6-12 and is housed in a new building. Eighty-nine percent of the 378 students at Roots receive free-or-reduced-price lunches. The two most numerous racial/ethnic groups are Latino (63%) and African-American (28%) students. Thirty seven percent of the student body (139 students) are English Learners, 91% of them native Spanish speakers, with Tongan speakers (4%) the next largest group. Fifty-one percent of Roots parents are not high school graduates, and only 20% have had any post-secondary education.[1]

Roots Academy is located next to a large public housing complex, in a community plagued by gang activity, violence, and incarceration, which has affected many of its families. One father of a Roots student was killed during a robbery in front of his children last year. Violence often spills over onto campus. Last spring a student was involved in a shooting off-site. There were six lockdowns at Roots over a 2-month period in spring 2011. Oakland has identified the Roots community as one of its Promise Neighborhoods, and many service providers and other stakeholders have rallied around the campus. However, there is a need to coordinate their work and to build stronger partnerships between the school, families, and community, in order to ensure better outcomes for Roots students. In addition to the poverty, low educational attainment in families, and other challenges to student success, Roots has had extensive teacher turnover in its short history, and has a junior staff with several teachers still learning fundamental teaching and classroom management practices.

Roots' Academic Performance Index is 631; 24% of students score proficient or advanced in ELA and 24% do so in Math. Among English Learners, only 5% and 4% are proficient in ELA and Math respectively. The past school year (2010-11) was the first time in four years that Roots met its API growth targets school wide and for Latinos, African-Americans, and English Learners. It did not, however, make Adequate Yearly Progress, and is currently in Program Improvement Year 4.

ALLIANCE ACADEMY was reconstituted (from Elmhurst Middle School) and launched in 2005-06 under OUSD's small school policy. It shares a campus with Elmhurst College Prep Academy, which began the SIG transformation process in 2010-11. The campus has not been modernized in many years and consists largely of portable classrooms. It is located in "Deep East Oakland," plagued by the city's highest rates of family and childhood poverty, gang violence, blight, and other severe challenges.

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[1] Roots International Academy API report, 2010 growth. http://dq.cde.ca.gov/dataquest

Ninety-one percent of Alliance's 364 students receive free-or-reduced-price lunch. The most numerous racial/ethnic groups are Latino (72%) and African-American (21%) students. Forty percent of students are English Learners – a total of 147 students, all but nine of them native Spanish speakers. A full 54% of Alliance parents are not high school graduates, and only 19% have had any post-secondary education.[2]

There have been 16 youth homicides within four blocks of campus over the past decade, not to mention frequent non-lethal shooting incidents in the neighborhood, a sexual assault that occurred on the campus' perimeter this year, and the ever-present risk for youth of being assaulted and robbed by other youth on their way home from school. Some Alliance students have had involvement with the juvenile justice system and re-enter the school after having been incarcerated.

From 2005 to 2010, Alliance made substantial progress in student achievement, when its API rose from 538 to 704. In 2011, however, its API dropped to 702. Twenty nine percent of students are proficient or advanced in English Language Arts, as are 31% in Math. However, among English Learners, only 11% and 18% are proficient in ELA and Math respectively. Under-achievement is also substantially lower among African American males, with only 16% of this group meeting standards in ELA and 8% doing so in Math. Alliance did not meet its school wide API target or targets for any of its numerically significant sub groups in 2011, and has not made AYP overall for the past four years. It is currently in Program Improvement Year 4.

As detailed below, although Alliance's teaching staff has more experience than comparable staffs in the district, and although Alliance's outcomes have improved in recent years, its instructional program has significant challenges. The Principal and Assistant Principal who led the school in its years of student growth left after the 2009-10 year. Classroom observations have shown that teachers rely heavily on non-dynamic teacher-directed instruction, are not guided by a unifying theory of action, do not utilize cohesive school-wide instructional approaches, and do not collaborate sufficiently on data-driven instructional planning. There is a low level of student engagement noted school-wide, reflected in high suspension rates and other serious school climate issues.

English Learners are an especially persistently low-performing group at both Roots and Alliance, and will be a major focus of our school improvement efforts.

ASSESSMENT INSTRUMENTS USED FOR NEEDS ASSESSMENT. OUSD employs a comprehensive, ongoing, and multi-pronged assessment program for our schools, staff, students, and families, to inform each school's Single Plan for Student Achievement and the schools' Professional Development Plan and to align resources to support students and families. The following assessment instruments were integral pieces of the SIG needs assessments conducted at each school and by district personnel:

California Standards Tests (CST) measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science (for grades 2-11). These test scores are aligned with OUSD district benchmark tests and are used to evaluate student progress on standards-based instruction.

OUSD Benchmark Testing: OUSD teachers administer standards-based common assessments four times each year in Math, three times a year in ELA, and twice each year in Science and History/Social Studies. Benchmark assessments are designed to

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[2] Alliance Academy API report, 2010 growth. http://dq.cde.ca.gov/dataquest

provide teachers, principals, and other stakeholders timely, relevant information about student learning so that they may strengthen and enhance specific areas of instruction, and to expose students to grade-level standards and high levels of academic rigor and provide real-life test-taking experiences so they feel prepared to succeed on the CST.

California English Language Development Test (CELDT) is used to identify students who are limited English proficient, determine their level of English language proficiency, and to assess the progress of limited-English-proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

School data on attendance and disciplinary referrals. OUSD's Research, Assessment and Data (RAD) department distributes weekly reports to schools on average daily attendance, chronic absences, and suspensions disaggregated by race and gender for each school. We maintain and review these data to monitor indicators of school participation and engagement and to guide strategies for improving them.

School Walkthroughs: OUSD's Regional Network Executive Officer (RExO), along with Regional Support Team members including school climate, Leadership ELA, and Math, Coaches, and peer principals conduct periodic walkthroughs of each school to evaluate the overall program and practices, highlight specific strengths and areas for growth, and offer suggestions for improvement. Walkthrough teams utilize a common protocol for observations and engage in a structured inquiry process to analyze the data and engage in reflective inquiry with the school leadership team. In addition, at Alliance, the RExO, Regional Team, and members of the newly formed School Leadership Team conducted a site observation in early 2011 as part of the planning process to improve the quality of instruction and school culture. (As of this year, personnel from OUSD's new Office of School Transformation lead monthly walkthroughs of each SIG school to assess the school's toward its transformation goals.)

Use Your Voice Survey: Until 2010, this annual survey was given to teachers, other staff, students, and parents at every school in Oakland.

California Healthy Kids Survey (CHKS). The CHKS is used to gather data on youth risk behavior and resilience, in areas such as safety, violence and harassment, substance use, physical and mental health, and school connectedness, developmental supports, and opportunities. OUSD administers it every two years to students in grades 5-12. Our district and schools utilize the data derived from the CHKS to guide efforts to improve school climate, learning supports and engagement, as well as to help increase students' access to effective health, prevention, and youth development programs.

FINDINGS FOR ROOTS ACADEMY. From 2010 to 2011, the percentage of students at proficient or advanced in ELA rose from 14% to 24%, while those at BB/FBB dropped from 53% to 42%. Performance among African-Americans and Latinos improved to similar degrees. Still, the vast majority of Roots students are not meeting standards. In Math, a full 61% of students are scoring at the lowest (BB/FBB) levels. Performance

Roots—2011 CST results		ELA	Math
Proficient or Advanced	All students	24%	17%
	Latinos	24%	16%
	English Learners	5%	4%
	African Americans	23%	14%
Below Basic or Far Below Basic	All students	42%	61%
	Latinos	41%	61%
	English Learners	64%	76%
	African Americans	48%	71%

among English Learners and African American students lags behind that of all students, as shown in the table above. OUSD Benchmark test results parallel CST findings. As an example, in April 2011, 19% of all Roots students and 5% of English Learners were at or above benchmarks in ELA. Eleven percent of all students and 3% of English Learners met benchmarks in Math. Only 11% of students are proficient in Algebra by the time they graduate – fewer than half the rate among all OUSD 8th graders. Just 5% of African Americans and 5% of English Learners are proficient in Algebra.

Only 29% of the English Learners at Roots advanced at least one level on the CELDT from 2010 to 2011 or were at CELDT Level 5 both years; the majority did not show improvement on their English language skill levels on this assessment.

Roots' average attendance in 2010-11 is 95.7%. However, 12% of students have attended less than 90% of school days, meaning they miss more than a day every two weeks, indicating extensive truancy and lost learning time. In addition, a full 27% of Roots students were suspended at least once in 2010-11, most commonly for violence (44% of incidents), defiance (29%) and drugs (12%).

Classroom observations conducted by OUSD's RExO, Regional Specialists, and the Principal indicate that standards are taught at a level of rigor 2-4 years below grade level in many classrooms. Student engagement is low in many classrooms; English Learners especially lack opportunities to actively engage in instruction. Some progress was made in 2010-11 with the development of data walls and limited data conferencing. However, practice in utilizing data to drive instructional goals and differentiate is emerging and inconsistent across the faculty. These are clearly connected to the low achievement and lack of substantial improvement in student learning outcomes. A significant portion of the Roots staff is less experienced and still learning fundamental teaching and classroom management practices. Data-driven instruction and teacher capacity building will be major strands of SIG support at Roots.

Risk behaviors & factors among Roots students		Roots	OUSD Grade 7
Truant	In the Last 12 Months	37%	20%
Alcohol/drug use (1 or more times/month)		41%	19%
Binge drinking in past month		22%	7%
Easy to get alcohol		40%	29%
Easy to get marijuana		44%	27%
Offered illegal drugs on school property		36%	15%
Been in a fight at school		38%	33%
Carried a gun at school		14%	8%
Carried another weapon at school		23%	13%
Been threatened/injured with weapon		14%	13%
Current gang involvement		21%	12%
Sad & hopeless every day for 2 weeks		41%	27%
Less then high degree of opportunities for meaningful participation at school		87%	82%
Low degree of school connectedness		62%	56%

Findings from the California Healthy Kids Survey (table), answered by 7th graders at Roots in spring 2010, suggest the high prevalence of risk factors that affect students' ability to engage with and succeed in school and to safely navigate their adolescence.

Responses to OUSD's Use Your Voice survey in 2010 (below) point to areas where Roots' academic program and overall learning climate need attention.

Roots school climate and culture – from OUSD UYV survey	Roots	OUSD
Parents who believe the school has a culture of high expectations	52%	60%
Students work with teachers and parents to set goals for learning	66%	72%
Students find classes interesting and make them want to learn more	65%	62%
Students who feel others are respectful of their cultural background	57%	68%
Students who feel safe at school	47%	68%
Teachers who feel the school is a caring and supportive environment	49%	66%
Students who are satisfied with their school overall	56%	68%
Teachers who collaborate regularly with colleagues to plan instruction and review assessment results	58%	84%
Teachers who receive relevant, timely feedback from the Principal	58%	68%
Teachers regard the Principal as a valuable resource for academic curriculum, standards, and assessments	58%	50%
Teachers think Principal recognizes and rewards good work by them	42%	54%

Roots strengths/assets. Roots has several key school improvement strategies underway and other resources it can build on that will support our proposed SIG work:

- OUSD has replaced the Roots Principal with an experienced administrator, Gina Hill, to lead the school transformation efforts.
- Teachers are working with a "Read Think Apply" (RTA) literacy coach to implement this program for literacy skills development and academic language/literacy across the content areas and build expertise in standards-based reading instruction through a reciprocal teaching model. This model has been used in several OUSD schools, leading to dramatic gains in student learning, as described below.
- The math department is transitioning to the common core standards, with professional development to align curriculum, assessments, and instruction accordingly.
- Roots is piloting a program known as Positive Behavioral Intervention System (PBIS) to facilitate the development of a Response to Intervention System.
- With support from OUSD's Office of School Transformation, Roots has formed a Transformation Team that includes the Principal, teachers, and key staff members to lead the planning and implementation of the SIG process at Roots.

Roots has the opportunity to collaborate with Futures Elementary, one of the schools with which it shares the campus. Futures serves a similar population in terms of racial/ethnic make, low-income families, and English Learners. However, it has twice the proportion of students meeting grade level standards in core skill areas compared to Roots. Among English Learners, compared to Roots, Futures has over 300% more students (16% vs. 5%) meeting standards in ELA and 700% more students (29% vs. 4%) meeting standards in Math. Many Futures students go on to middle school at Roots, and for many achievement begins to drop in 6th grade. For instance, while 48% of all 5th graders at Futures meet or exceed standards in Math, this is the case for only 19% of those in 6th grade at Roots. For this reason we need to articulate the successful Futures program with Roots'. Futures has several strong practices we would like to implement at Roots, including: (1) a school-wide culture of assessment using standards-based benchmarks; (2) the school leader's and faculty's collaborative use of data on an ongoing basis to inform instructional planning and differentiate instruction; (3) a

science/writing/inquiry focus integrated across the curriculum; (4) an extended-day learning program that is highly integrated with the regular school day instruction; and (5) a focus on adult/child and school/family relationships at Futures. Extending this up through grades 6-8 at Roots is potentially transformational for students entering adolescence and their underserved families. Moreover, Futures has an experienced leader who led its redesign effort and can assist Roots' school reform work.

Roots is on the only OUSD campus with a continuum of pre-K through grade 12 programs. It is one of five OUSD middle schools in the Elev8 initiative, which integrates many programs for young people and families via an after-school program, Family Resource Center, a new Health Center, and a College Center, all on the campus.

Because of the high childhood poverty rate and other indicators of distress, combined with the resources on campus and engagement of local service providers, OUSD has chosen the Roots/Havenscourt community as a focal neighborhood for the U.S. Dept. of Ed's Promise Neighborhoods initiative. The PN initiative aims to create a "cradle to college to career" continuum of services and supports to ensure the success of children growing up in particular high-poverty neighborhoods. OUSD partnered with Safe Passages, lead agency for many support services on campus, in a 2011 PN Implementation grant proposal for this community. Whether or not this grant is awarded, OUSD and our partners plan to move forward in efforts to improve outcomes for the community's children and families. SIG funding will leverage considerable resources deployed and coordinated for this purpose. (Please see IV. and V. for more details.)

FINDINGS FOR ALLIANCE ACADEMY. As noted earlier, after Alliance's student achievement improved strongly over the 2005-10 period, the school did not meet its API or AYP targets in 2010-11. Several subgroups are achieving at notably lower levels than Alliance students overall, as shown in the accompanying table. Twenty-three percent of students are proficient in Algebra by the time they graduate from Alliance. However, only 6% of English Learners and 6% of African American students at Alliance are proficient in Algebra. Only

Alliance—2011 CST results		ELA	Math
Proficient or Advanced	All students	28%	31%
	English Learners	11%	18%
	African Americans	22%	16%
	Afr.-American males	16%	8%
Below Basic or Far Below Basic	All students	39%	41%
	English Learners	54%	53%
	African Americans	58%	60%

30% of the school's English Learners moved up at least one level on the CELDT from 2010 to 2011 or were at Level 5 in both years.

Alliance's average daily attendance was 94.2% in 2010-11. Alarmingly 17% of students (60 in all) attended school less than 90% of the time, indicating a high level of truancy. In addition, 21% of students, more than one in every five, were suspended at least once, with 63% of suspensions for violent incidents and 27% for defiance. African-American students, 36% of whom were suspended at least once, especially African-American males (58%), had disproportionately high suspension rates. Data gathered via the California Healthy Kids Survey (table below) demonstrate the high prevalence of factors that affect many Alliance students' ability to engage with and succeed in school. Creating a safe, healthy climate where students are engaged in rigorous instruction will be a significant strategy in our SIG work at Alliance.

Risk behaviors & factors among Alliance students		Alliance	OUSD Grade 7
Truant	In the Last 12 Months	23%	20%
Alcohol/drug use (1 or more times/month)		18%	19%
Easy to get alcohol		36%	29%
Easy to get marijuana		37%	27%
Offered illegal drugs on school property		12%	15%
Been in a fight at school		32%	33%
Carried a gun at school		5%	8%
Carried another weapon at school		13%	13%
Been threatened/injured with weapon		11%	13%
Current gang involvement		9%	12%
Sad & hopeless every day for 2 weeks		26%	27%
Lack of opportunities for meaningful participation at school		57%	82%
Low degree of school connectedness		33%	56%

Despite recent achievement gains, Alliance is struggling with significant challenges. Many teachers rely on teacher-directed instruction, a static approach dependent on lecturing and little student participation. There is no unified theory of action guiding instruction or common instructional approaches. In a focus group, student leaders indicated that student "voice" is sorely lacking in classrooms and in shaping their overall experience at school. We have also observed school culture issues related to poor relationships among the faculty; teachers and other staff not modeling respectful interactions or high expectations between themselves and with students; and ongoing safety issues on and around campus, as mentioned earlier.

Because of these issues, the RExO and Regional Support Team began providing intensive support to Alliance in January 2011. To inform this support, the RExO, Kimi Kean, conducted 1:1 interviews with most of the staff on issues of instruction and school climate, and led several staff meetings. As of July 2011, the school leadership, both the Principal and Assistant Principal, was replaced in anticipation of needing strong leadership for the transformation. The new leadership and staff are currently receiving ongoing leadership coaching, professional development by ELA and Math specialists to strengthen instruction, and assistance to improve the school climate and culture.

Alliance Academy strengths/assets. We want to highlight some of the resources at Alliance which our SIG efforts will build on and leverage:
- For the 2011-12 school year, OUSD recruited an experienced, transformational leader, Cheryl Lana, to replace the existing Principal.
- Alliance has an experienced and stable staff compared to many other OUSD middle schools, including a few highly skilled and effective teachers.
- It has a strong reading intervention program for struggling readers, based on the Read 180 model, led by one of the school's high-achieving teachers.
- Like Roots, it is implementing the Read Think Apply and PBIS programs this year and its Math department is transitioning to the common core standards.
- It is developing a school wide behavioral management system to create consistent expectations for student behavior and responses to misbehavior.
- It has greatly improved the Coordination of Services Team (COST) process in recent years – thereby aligning resources and connecting high-need students with appropriate supports including academic, health, and mental health.

- It has a strong after school program which serves about 75% of the school's students – including academic support and many enrichment and sports activities.
- It has a history of strong family partnership with the school – dating to when it was incubated as a new small school with parent input into its design in 2005-06.
- A new Health Clinic has been built on the campus and will open this fall.
- Alliance has formed a Transformation Team to lead the planning and implementation of the SIG process at the school.

ROOTS AND ALLIANCE: INSTRUCTIONAL PRACTICES AND TARGETS FOR IMPROVEMENT. Our needs assessment identified a number of existing practices and gaps shared by these schools. Both schools share strengths that will serve as a foundation for school reform. Both employ instructional materials aligned with California's learning standards. Both utilize the district's pacing guides in initial course planning, although adherence to these guides varies, and typically involves only infrequent checks for alignment. Both administer the district benchmark assessments according to schedule. Roots and Alliance also share obvious areas in need of sustained attention and improvement:
- Although both have some capacity to analyze student data to inform instruction, neither engages in this practice regularly or as a professional learning community.
- Both schools suffer from a deep lack of meaningful student engagement in classroom instruction. Students are often silent, off-task.
- Both lack systematic goal setting at the school, class, student, and family levels.
- Both schools identified the following professional development needs: Response to Intervention coaches to provide ongoing instructional support; support to strengthen culture of assessment and use of data; increased teacher collaboration time, both during the school year and in the summer, to strengthen data-driven instructional planning; and support in providing differentiated interventions.
- Though each school has developed extended-day interventions to assist students who are not meeting grade level standards, the level of differentiation and intensity of supports is not sufficient to ensure each student's success. The programs do not sufficiently track data on or the progress of students. The schools must provide appropriate academic intervention for all students at the B, BB, and FBB levels.

ROLES AND RESPONSIBILITIES IN NEEDS ASSESSMENT. Evaluating the overall performance of every OUSD school is the responsibility of our Regional Executive Officers. RExOs are ultimately accountable for student performance at each of their network schools. They address this through the frequent analysis of data; regular learning-oriented walkthroughs of each school; monitoring, evaluating, and supporting principals; brokering the provision of professional development programs and coaching; and forging relationships with families and community groups to support the schools. RExOs therefore have an intimate knowledge of student performance at each of their schools, as well as a thorough understanding of each school's culture and needs.

Kimi Kean, the RExO for the preK-8 schools in OUSD's Region 3 (East Oakland), led the need assessment of Roots and Alliance presented in this proposal, in collaboration with the Principals, Regional Support Team, teacher leaders at each school. Ms. Kean brings a wealth of experience and expertise to her role as RExO. She was formerly one of OUSDs most successful transformational principals – heading up a revisioning and school reform process that led to dramatic gains in student performance and the recognition as Oakland's most improved school.

As RExO, Ms. Kean conducted needs and assets assessments for both Alliance and Roots in July-August 2010. She identified both schools for an intensive level of support and accountability including weekly coaching from the Regional Support Team specialists/coaches. This assessment built on the two schools' ongoing self-monitoring to guide practice and professional development, including the following activities:

- School leadership collect and analyze student data (on academic performance, attendance, truancy, suspensions) on an ongoing basis to inform instruction and resource allocation. The School Site Council participates in these analyses to inform yearly updates of the school's Single Plan for Student Achievement.
- During Regional Principal professional development each year, the Principals analyze student learning data, craft SMARTe goals and leadership action plans.
- The school leadership and Site Council are assisted by the OUSD RAD Department, which assembles and shares test data for each student and student groups over time, provides granular analyses of student skill levels in discrete areas within tests, and lets schools know how particular teachers' cohorts of students are performing.
- Ms. Kean meets periodically with the school leadership at each school to review student performance data and instructional practices, with an eye toward identifying staff professional development needs. In partnership with both principals, she has also conducted 4-6 walkthroughs of each school over the past six months, along with Regional ELA, Math, and Leadership Coaches, to inform these discussions.

In spring 2011, assisted by personnel from OUSD's Quality Community School's Development (QCSD) office, Ms. Kean convened meetings with the school leadership and teachers to review student data and survey findings, discuss contextual factors impacting instruction and school climate as well as viable academic intervention models and other needed supports for students. Ms. Kean and QCSD personnel also convened meetings of school parents and other local stakeholders to seek input about school and community needs, review their school's status, and discuss the pros and cons of each of the intervention models. In fall 2011, OUSD's SIG Coordinator, from OUSD's new Office of School Transformation (OST), reconvened the Roots and Alliance school leadership and communities to update them on the SIG application timeline and elicit their input into modifications of the programmatic approaches we had proposed in our spring 2011 applications, particularly the plan for increased learning time. These school data and discussions have informed the school reform strategies we are proposing.

PROCESS FOR ANALYZING FINDINGS AND DETERMINING APPROPRIATE INTERVENTION MODEL. The process for determining the appropriate intervention model for Roots International Academy and Alliance Academy began during the 2009-10 school year. At that time, these two schools were among the five schools in OUSD identified as persistently low-performing (Tier I). The other three schools were Elmhurst Community Prep, Unified for Success Academy, and Explore College Prep. To this end, the Network Executive Officers (NExOs) who supervised the schools at that time led a participatory needs-assessment and model-selection process for each school, in conjunction with the staffs of each school, district departments, parents/guardians of students attending the schools, and community partners. OUSD felt it was crucial to engage each school community to provide guidance on the direction they wanted their school to go, since it is the families at each school who have the most at stake, and since the process itself could yield a better understanding of the children and families'

needs and what must be done to improve the prospects for the young people we serve.

   With the help of Oakland Community Organizations (OCO) – a federation of congregations, schools, and community organizations, representing over 40,000 families in Oakland – leadership at each school facilitated steering group meetings to analyze school data and review each of the SIG models in detail. In these meetings, school staff, families, and community members discussed the pros and cons of each intervention model in relation to student performance, leadership capacity, quality of instruction, family involvement, school culture, and other community variables. Additional community input was elicited at two public hearings held at schools in the communities where the families these Tier I schools live. Each principal assembled a report that included longitudinal data on student performance and attendance at their school since the school's inauguration; input voiced at these meetings; an inventory of pros and cons regarding each one of the SIG models from the school community's point of view; and a recommendation from the school community, and presented it to their NExO. The NExOs and other central office personnel reviewed each school's report in the context of their own evidence and made final recommendations to the Superintendent. At that time, the school communities recommended as follows:

Elmhurst Community Prep and United for Success Academy: Implement Transformation Model; Explore College Prep – School Closure (carried out in summer 2010); Roots International Academy and Alliance Academy – Continue with Existing Strategies.

   • In July 2010, OUSD submitted a SIG application to CDE and was subsequently awarded SIG funding for the Elmhurst Community Prep and United for Success Academy. Both are now in their second year of implementing the Transformation Model.

   • During this process in 2009-10, the school communities of Roots and Alliance and our central administration concurred that any one of the intervention models would substantially disrupt the schools' forward progress. At that time, we determined that closure would be particularly disruptive for students and their families. School and district leadership felt that both schools were making substantial progress in student performance; were confident in the leadership and staff at each school; and did not want to substantially change them, which would have been required under any of the other intervention models. Committees of teachers and parents at each school felt their administration and staff should remain unchanged and be given the opportunity to design and implement improvement strategies to further raise performance and test scores. The teacher committees also developed action plans for improving teachers' and school leaders' effectiveness and thereby improve student performance, which have informed our proposed implementation plans. Both school communities petitioned the OUSD Board (in English and Spanish) not to apply for SIG funding on their behalf, as they felt none of the four options would result in the best outcomes for their students. Both schools recommended the Transformation Model as their next most viable option.

   • Since that time, Roots and Alliance have made some strides forward and have also encountered difficulties. At Roots, teachers are building their capacity for data-driven instruction, and students and families are benefiting from new partnerships and resources on campus. In 2010-11, Roots met its API growth targets school wide and for Latinos, African-Americans, and English Learners for the first time in four years. Alliance achieved a 77 point increase in its API in 2009-10. However, its Principal and Assistant Principal both left after that year, and its API dropped two points last year. Leadership

challenges, staff turnover, and lack of consistency in program implementation have contributed to severe school climate and culture issues. Neither Roots nor Alliance made Adequate Yearly Progress last year. OUSD has identified serious deficiencies in both schools' instructional and overall programs (as detailed earlier).

- Our district's ongoing SIG process at Elmhurst Community Prep and United for Success Academy is offering us opportunities to pilot particular components of the Transformation Model. In service of these two schools, OUSD has moved forward in developing systems and procedures for evaluating teachers and leaders and developing an approach to incentives and rewards for progress made in student outcomes, in collaboration with the teachers' union. In our broader strategic direction, in the past year we have made a commitment to implementing Full Service Community Schools across the district, which will dovetail with and support the SIG process at Roots and Alliance.

- As noted, during 2010-11, led by RExO Ms. Kean, the two schools and their communities revisited the needs-assessment and SIG model-selection process. Ms. Kean and the Regional Support Team conducted walkthroughs and debriefings with school leadership and convened a series of stakeholder meetings to revisit discussions about the SIG intervention models. (Note: *Further details about these meetings and input obtained are provided in sections ii. and xi. below.)*

- There was consensus at both schools that the opportunity to implement a comprehensive, and sustained school improvement process under new leadership should be pursued for the benefit of the youth and families the schools serve. The Principals at Roots and Alliance publicly stated their willingness to step aside for the good of the children. Both were replaced as of July 2011.

- Ms. Kean reviewed input from the school staffs and communities with the Director of OUSD's Office of School Transformation (OST); the Executive Director of QCSD; and the Deputy Superintendent. Based on the data we reviewed and input from the school communities, a final recommendation was made to Superintendent Tony Smith to implement the Transformation Model at both Roots and Alliance. This recommendation received Board approval in May 2011. Our SIG Coordinator further revisited these discussions with stakeholders at both schools and district leadership in fall 2011. There was consensus that the Transformation Model was the best option for both schools. Below we explain our rationale for pursuing this course of action.

ii. Selection of Intervention Model(s)

Region 3 RExO Kimi Kean facilitated the intervention model selection process for our two Tier 1 schools in spring 2011, collaborating with key staff in OUSD's QCSD office and OST to review the needs/strengths assessments for Roots and Alliance and discussed other contextual factors in the school communities as well as the district's strategic direction and initiatives, to determine which intervention model would be most viable for these schools. Ms. Kean and QCSD staff convened meetings of the school staffs, Site Councils/ELACs, and parents/communities at Roots and Alliance to review the requirements of each model, discuss the pros and cons of each one, and field questions about their implications for the schools, students, and families. Both school communities and OUSD leadership agree that the SIG process is a welcome and exciting opportunity to strengthen our programs for the benefit of young people; that it is preferable to build on and leverage existing strengths and resources at the schools rather than require extensive disruptions for families and staff; and that the

Transformation Model is the best fit for their schools. Based on recommendations from Ms. Kean and Mr. Montes, OUSD Superintendent Tony Smith decided to pursue the Transformation Model at each one. Further SIG convenings at the schools in fall 2011 and discussions within our Office of School Transformation have endorsed this decision.

While taking into account school stakeholders' input, several factors underlie OUSD's rationale for selecting to implement this model at Roots and Alliance. First, the Transformation Model aligns with our over-arching direction in our new Strategic Plan: our commitment to transforming all schools into Full Service Community Schools, and within that our focus on staffing quality/evaluation of teacher and leader effectiveness, aligned professional development, community engagement, and greater operational flexibility for schools. This model thus allows us to leverage our Strategic Plan in service of the schools, their students and families. It allows the district to prioritize the effective teacher and leader expectations that are mandatory under it, to assist in leveraging the school reform process. The also aligns with our current work with the schools where we are currently applying the Transformation process, allowing us to apply lessons we have learned in this effort and to ensure coordinated support for all SIG schools. Both Roots and Alliance have important existing strengths which can be leveraged as part of the transformation process. The following discussion focuses on further factors that have contributed to the selection of this model for both Roots and Alliance.

ROOTS INTERNATIONAL ACADEMY. As noted, our needs assessment identified notable deficiencies in classroom instruction and other aspects of teacher practice at Roots, including many classes being taught at a level of rigor several years below grade level; only incipient use of data and teacher collaboration to inform and differentiate instruction; and the need to strengthen junior teachers' instructional and behavior management repertoire. At the same time, Roots has been developing important strengths that can be nurtured and leveraged through a concerted school improvement process. It uses standards-aligned instructional materials and a regular schedule of benchmark testing. Staff have been receiving technical support from OUSD's Regional Support Team in the use of performance data to set goals for students and to inform and improve instruction. Its junior teachers have strong content area expertise and will benefit from sustained guidance and collaboration around instructional strategies. Moreover, Roots has a multifaceted after-school program attended regularly by nearly all of its students. Its campus has become a hub for support services for students and families, available via a Family Center and a Health Clinic which opened this fall.

Importantly, Roots has the opportunity to collaborate with Futures Elementary, one of the schools it shares the campus with. Futures has several strong practices we want to implement at Roots: (1) a school-wide culture of assessment using standards-based benchmarks; (2) the school leader and faculty's collaborative use of data on an ongoing basis to inform instructional planning and differentiate instruction; (3) a science/writing/ inquiry focus integrated across the curriculum; an extended-day learning program that is highly integrated with the regular school day instruction; (4) a focus on positive, supportive adult/child and school/family relationships; and (5) an experienced leader who led its redesign effort and can assist Roots in its school improvement work.

In our central office's discussions and during meetings with Roots staff, parents, and community members, the Transformation Model was considered favorably in part because it would enable Roots to have new leadership with a track record in successful

school reform, and enable it to intensify its work on strengthening instruction, via a robust professional development/coaching program. In particular, the Transformation Model gives us an opportunity to build on and leverage effective practices in place at Futures and in doing so to both vertically articulate and differentiate effective instruction and supports for children as they advance from elementary to middle school. Roots teachers view positively the potential for being rewarded based on improvements in student performance. This model will also enable us to expand, better coordinate, and fully leverage the extended-day academic support, family engagement/strengthening, mental health, health, and other resources available for students and families on the Roots campus (please *see iv. Recruitment, Screening, and Selection of External Providers*)**.** OUSD, the Roots staff, and the community believe that the Transformation Model will be the most likely to lead to positive outcomes for students.

OUSD and the Roots community also considered the pros and cons of each of the other intervention models and found that none of them would be viable for Roots.

▪ ***Turnaround***. Both OUSD and the Roots community recognize that Roots' teaching staff is dedicated and motivated to do whatever it takes to improve teaching, learning, and outcomes for students. Roots teachers have developed strong relationships with students and parents. The Roots community feels that replacing the majority of the faculty members would be destabilizing for the school and families. Moreover, it is not clear OUSD will have a sufficient pool of quality teaching candidates to draw from to effectively implement the Turnaround model at Roots.

▪ ***Restart***. Restarting Roots as a new charter school would cause teachers to lose their tenure privileges and union benefits and require them to reapply for their positions. Many dedicated teachers likely would choose to leave. Building a charter school from scratch takes time, which would be very disruptive for families. It is also not clear the District would have a likely charter restart partner prepared to take over Roots' operation. Most local charter operators with a strong record are either inclined to operate start-up school programs or to serve different grade configurations than those served by Roots. It is also unlikely that a charter partner will emerge that would allow substantial community voice in the creation and design of the new school.

▪ ***Closure***. Roots operates in a densely populated area that requires school options. The other schools in the area are fully enrolled. Families do not want to be obligated to move their children from one school to another and cause them to lose the relationships they have developed with teachers and other youth, much less to have to seek out schools far from home or to have to send their children to school by bus. Also, it would be extremely difficult for Roots parents to be involved in schools removed from the community. Closure of Roots is therefore not viable.

ALLIANCE ACADEMY. Alliance has achieved gains in student performance, with the school's API improving from 534 to 702 during its years in operation. However, Alliance suffered a setback in 2010-11 with the loss of its leadership (both the Principal and the Assistant Principal). Our needs assessment identified significant shortcomings in its instructional program, including non-dynamic teacher-directed instruction, lack of a school-wide theory of action or cohesive instructional approaches, and little collaborative, data-driven instructional planning. There are growing school climate/culture issues, reflected in staff not modeling respectful interactions or high expectations between themselves and with students, a high number of student suspensions, and ongoing safety issues on campus. At the same time, Alliance has

important strengths we want to build on. It has an experienced and stable staff, including several highly skilled and effective teachers, as well as a strong reading intervention program for struggling readers, based on the Read 180 model, led by one of the school's high-achieving teachers. It has a vibrant after school program, a history of strong family involvement in the school, on-site mental health services, and a Health Clinic opening this fall. Its Coordination of Services Team has demonstrated increased effectiveness in connecting high-need students with appropriate supports. In addition, the leadership and staff are currently receiving intensive support in the areas of leadership coaching, professional development to strengthen instruction, and assistance to improve the school climate and culture.

Alliance shares a campus with Elmhurst Community Prep middle school, which began the SIG process in 2010-11. Since asking the district not to include Alliance in the SIG process last year, its school community has seen the resources and added support from the district coming to Elmhurst, and now view SIG as a crucial opportunity to improve its program in order to achieve better outcomes for students and families. The Alliance teaching staff recognizes the need to learn and put into practice more engaging and differentiated instruction; to collaborate in an ongoing action research cycle to review student work and test results and using it to plan instruction; do a better job at aligning the curriculum both across subject areas and vertically; to make students' experience at Alliance more meaningful to them in other ways; and to shift student behavior management from a punishment paradigm to one that embraces a learning stance around student interventions and support. Alliance teachers are hungry for and open to high-quality professional development to support these efforts. Having achieved some success in improving student performance, they are interested in the potential for being awarded based on student growth. And they would welcome new school leadership that brings past experience in leading a successful school reform process.

Overall, the Alliance community has endorsed the Transformation Model as the best way to continue and strengthen support for its staff, students, families, and community. The community feels that through this approach, students and families will continue to be supported by a dedicated staff they know, respect, and trust. At the same time, the Transformation Model will make it possible for Alliance to dramatically strengthen its focus on school-improvement via new leadership with a track record in successful school transformation, robust professional development support for improved instruction, support to improve the school climate and culture, and an infusion of resources for both targeted academic and behavior/emotional support for struggling students and coordinated engagement and support for families.

OUSD and the Alliance community have considered the pros and cons of each of the other intervention models and found that none would be a viable choice for Alliance.

- **Turnaround**. Both OUSD and the Alliance community recognize that Alliance's teaching staff is dedicated and fully committed to improving teaching, learning, and outcomes for students. The Alliance community feels that replacing the majority of the faculty members would be destabilizing for the school and families. Moreover, it is not clear that OUSD will have a sufficient pool of quality teaching candidates to draw from in order to implement the Turnaround model at Alliance.
- **Restart**. Restarting Alliance as a new charter school would cause teachers to lose their tenure privileges and union benefits and require them to reapply for their

positions. Many dedicated teachers likely would choose to leave. In addition, building a charter school takes time, which would be very disruptive for families. It is also not clear OUSD would have a charter restart partner prepared to take over Alliance's operation. Most local charter operators with a strong record are either inclined to operate start-up school programs or to serve different grade configurations than those served by Alliance. And it is unlikely a charter partner will emerge that would allow substantial community voice in the new school's creation and design.

▪ ***Closure***. Alliance is in a densely populated area that requires school options. The other schools in the area are fully enrolled. Families do not want to be obligated to move their children from one school to another and cause them to lose the relationships they have developed with teachers and other youth, much less to seek out schools far from home or to have to send their children to school by bus. Also, it would be extremely difficult for Alliance parents to be involved in schools removed from the community. Closure of Alliance is therefore not viable.

TRANSFORMATION MODEL COMPONENTS/STRATEGIES. Implementation of this model will: allow Roots, Alliance, and the district to align policies and concentrate resources around effective teaching and learning in the context of a Full Service Community Schools approach; leverage the expertise of transformational school leaders, leadership coaches, and a specialized learning network for SIG schools and other intensive support provided by our Office of School Transformation; greatly increase learning time for students and aligned teacher professional development; leverage and augment resources available to the schools through partner agencies; coordinate all academic and extra-curricular interventions and resources for students' benefit; and prioritize engaging and equipping parents as active partners in supporting our school improvement work and their children's success. Components of the SIG process at these schools will be as follows.

• ***Support strong leadership***. Each school has a new Principal with a track record of effective school transformation. Each school's Transformation Team will include the Principal, Assistant Principal, key teachers, Community School Director, and academic coaches. The Principal and Transformation Team will receive intensive coaching from a Transformational Leadership Coach as they vision, plan, and implement the school's transformation; work to improve relationships and school culture; ensure each teacher is receiving the type and level of support that will most effectively enhance teaching and learning; regular review progress toward benchmark goals for the school; and adjust programs and practices as appropriate. At Roots, the coach will be from the National Equity Project's Leading for Equity program (described below)

The SIG Coordinator (from the OST, assigned .5 FTE to each school), will serve as liaison between the Principals and Leadership Coaches and the LEA to ensure OUSD and SIG resources (e.g., human resources, funding, data, new district initiatives around full service community schools, school quality review, and teacher evaluations) are all mobilized to support the transformation process and its assessment and ongoing improvement. The Principals will additionally participate in a learning network with other SIG school Principals, convened and facilitated by the OST.

A Community School Director (CSD) at each school will work as the Principal's peer partner, with oversight responsibility for the School Culture, Extended Day, and Parent Engagement Coordinators, community partnerships, and extended-day services. This

role will coordinate and leverage resources for students' benefit, while enabling the Principal to focus on providing overall and instructional leadership. The CSD will operationalize OUSD's commitment to a Full Service Community Schools model, coordinating efforts so each school: 1) offers a coordinated, integrated system of academic and learning support services; 2) becomes a safe haven in the community; 3) fosters trusting, intentional relationships and partnerships; and 4) builds the capacity of adults and students to share responsibility for leadership and decision-making.

The Assistant Principals at Roots and Alliance will coordinate academic interventions during the core school day and in the extended-day program.
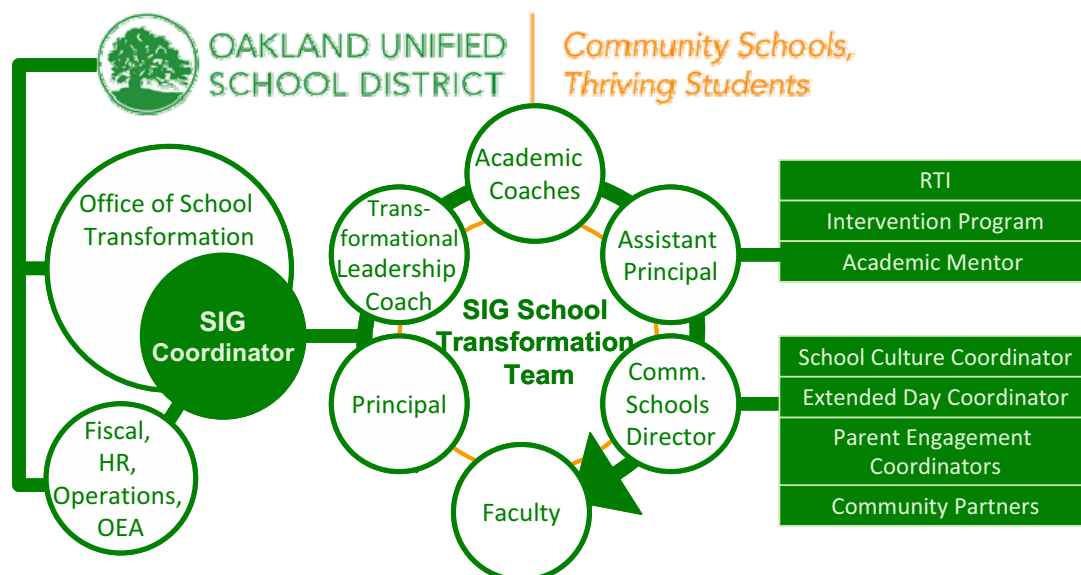
- ***Transform and improve teacher practice based on a shared vision and theory of action****.* Teachers at these transformation schools are committed to enacting the changes necessary to ensure the success of each of their students. However, the teaching environments at these two schools have not traditionally supported this relentless focus on student learning. Therefore, we will institute a number of changes that will enable and encourage teachers to consistently engage in quality teaching.

First, we will recognize teachers' need and desire to plan together, learn from one another, and collaboratively refine practice by establishing professional learning communities (PLCs) at both schools. The PLCs will meet *daily* as an Inquiry Team of teachers and administrators. They will focus on data-driven instructional planning in order to maximize the effectiveness of increased learning time for students (please see below). Each school PLC will be supported by 1) a coach from The National Equity Project's Partnership for Learning (PFL) program, and 2) a Response to Intervention (RTI) Coach. The PFL coaches will guide the PLC to develop collaborative inquiry practices, identify focal students, and practice formative assessment and intervention cycles with focals. This coaching will help teachers use real-time student data to adjust instruction, build learning partnerships with students that foster engagement and efficacy, strengthen classroom instruction, and thereby close learning gaps. The RTI coaches will further guide teachers to build their capacity in using standards-based benchmarks and authentic assessment data on an ongoing basis to set goals for student cohorts and individual students and plan and differentiate instruction and intervention where appropriate based on students' learning needs. Modeled on

successful practice at Futures Elementary, teachers will be guided to use a data wall that captures the progress of each student, then revisit the students' progress three times a year. Parents will participate in data review and goal-setting via periodic conferences with teachers. PLCs will also meet in retreats before the start of the school year to review student data and plan PLC activities for that year, and at the end of each school year to debrief progress and challenges and set goals for the upcoming year.

A second strand of professional development for teachers will consist of structured weekly 2-hour workshops (after the minimum school-day schedule each Wednesday) on instructional practices to be implemented as part of the school reform process, led by content area coaches. It will focus on expanding teachers' content knowledge, pedagogical expertise, strategies to incorporate basic skill building and project-based learning across the curriculum, use of consistent instructional practices school-wide, and collaboration to support individual students. It will include ongoing job-embedded coaching and opportunities to observe effective peers at other schools.

As noted, both schools have already begun work with a *Read THINK Apply* (RTA) literacy coach, who is guiding teachers to incorporate literacy skills development across the content areas and build expertise in standards-based reading instruction through a reciprocal teaching model. This model has been applied in several OUSD schools, leading to dramatic gains in student learning (see below). The math department at both schools are transitioning to the common core standards, with teachers receiving professional development to align curriculum, assessments, and instruction accordingly. In addition, Roots will be guided to implement an integrated science/writing/inquiry focus for students, modeled after and articulating with the program at Futures Elementary.

- ***Combine instructional reform with a focus on school climate and culture***. We will prioritize relationships – among staff, between adults and students, among students, and between the school and families – in our transformation process. This focus will encompass promoting and nourishing a shared theory of action among teachers and high expectations for students; instructional practices that are engaging for students; opportunities for students to have a meaningful role in their educational experience; positive approaches to behavioral management; and aggressive, sustained outreach to families. Both schools have already begun this work this year by piloting the Positive Behavioral Interventions and Support training/coaching program, to help them establish their pyramid of behavioral interventions and facilitate use of data to analyze student needs and the development of a Response to Intervention System. School Culture Coaches will help build a framework and systems for promoting a positive school climate and culture and conflict/problem solving approaches that are healing instead of punitive, including a student rewards system to promote positive behavior and performance. At Roots, the PLC will receive coaching from Futures leadership on the philosophy behind and on-the-ground implementation of this focus on relationships, and students will be engaged in cross-age mentoring with Futures students.

- ***Increase learning time and target academic interventions***. At both schools, we will substantially increase student learning time as follows. 1) All students will participate in a week-long Summer Extended Learning Program before the "official" start of the school year. It will focus on promoting a cohesive school culture and student success by orienting students on the school's vision and expectations; providing instruction in academic routines; and via assessments to help connect students to

appropriate support structures and services at school. Rising 6th graders will participate in an additional one-week Summer Bridge program to acclimate them to the school community, culture, expectations, and instructional routines. 2) We will extend core subject classes (English, math, science, social studies) by 15 minutes per class each day – an additional 60 minutes of core skills instruction each day throughout the school year. 3) We will incorporate extended-day programming so that all students' school day will last until 5 pm (students will have the option to remain until 6 pm). Therefore, the mandatory school day for all students will be extended by two hours four days a week and three hours on Wednesdays. We will expand existing extended-day programming to include targeted academic interventions in ELA and Math, prioritizing students scoring at the BB and FBB levels, aligned to the school-day instructional program and strategies within the Response to Intervention framework, with an emphasis on project-based learning. To augment academic support, we will pilot a blended learning model, which combines teacher-led instruction with personalized on-line learning. Students will have access to an array of academic support and enrichment activities in the afternoon, including tutoring, mentoring, visual and performing arts, service learning, and career awareness, to support their engagement, skills development, growth, and a positive school climate. An Extended Day Coordinator will liaise between school day staff and extended-day providers to ensure each student has learning and enrichment activities.

As noted earlier, to fully leverage and maximize the effectiveness of the increased learning time to improve student achievement, each school will convene a Professional Learning Community that meets daily as well as in beginning- and end-of-year retreats to collaborate on data-driven and inquiry-based instruction.

- ***Engage, equip, and empower families***. Recognizing the critical importance families play in their children's education, and honoring desires expressed by parents in our SIG forums, we are allocating substantial resources to enlist and equip families to support their children's education and share accountability for their children's success. Each school will have two part-time Parent Engagement Coordinators (matched to their primary language/ethnic groups) to conduct outreach focused on maximizing student attendance, promoting parent involvement at school, and organize workshops to build parents' capacity to support their children's academic success and other activities to build community among families. Each school will also have a Family Resource Center Director (shared with the other schools on campus) to help coordinate family activities and connect families to resources available on campus and in the community. Both schools will also join the Oakland Schools Foundation's FamELI Collaborative to build parents' capacity for supporting their children's education and their own capacity for leadership at the school and in the community. In addition, at Roots, a college advisor from UC Berkeley's Center for Educational Partnerships, part of the National College Advising Corps, will conduct workshops to build parents' understanding of the benefits of college and related high school planning and give parents' tools to promote and support their children's college aspirations and preparation.

- ***Expand and coordinate extra-curricular support for students***. While there are extra-curricular supports available to students on each campus, the schools often do not coordinate their use to support individual students and families as needed. At each school, the Community Schools Director (CSD) will coordinate and align the work of partner service providers to support student achievement. The CST will oversee the Extended Day Coordinator working to ensure that each student has extra-curricular

support.. Roots and Alliance will also strengthen their implementation of a Coordination of Services Team (COST), expand mental health services for students, peer groups, and families, and leverage services available at the new health centers on their respective campuses to optimally benefit students and families.

While the core of our plan is an intensive focus on enhanced classroom instruction, we know it will not be successful without changes to the district policies and systems that guide, support, and provide accountability around instruction. OUSD has some such systems in place and we are developing new policies and systems to support the SIG process at Roots and Alliance, as described below. The strategies developed and refined at these schools will be shared between the two schools, the SIG transformation network, and more broadly throughout OUSD. OUSD's OST and QCSD group will study the practices at both schools as they progress through the transformation process and identify effective practices that can be utilized in other Oakland schools. These schools will therefore serve as pilot sites for school improvement strategies and new district policies and systems to support them. The added resources provided by the SIG program will encourage innovative thinking, and enable a modicum of risk-taking that is not possible at schools that face similar challenges but lack resources to address them.

iii. Demonstration of Capacity to Implement Selected Intervention Models

OUSD BACKGROUND AND RESULTS. Based on Academic Performance Index scores for California school districts, OUSD has been California's most improved urban school district **over the past seven years**. Last year, Oakland had four of only five schools in Alameda County to earn their way out of Program Improvement status. Eighteen schools boosted their API by 30 points or more. Over the past 11 years, Oakland has gone from just five schools with an API over 800 to 28 schools surpassing that number, including 10 with an API over 900. From 2003 to 2011, the percentage of OUSD students achieving proficiency in ELA has more than doubled, from 19% to 44%, and the percentage achieving proficiency in Math has increase to a similar degree, from 21% to 45%. Both of these improvements have far surpassed statewide increases of 17 points in ELA and 13 points in Math. Although much work remains as we strive to provide high-levels of learning and equitable outcomes for all students, our API growth and the number of students moving from the lower bands to higher levels of performance are very encouraging. These performance improvements reflect the substantial systems we have put in place for supporting student success and for enhancing the strategic use of resources at schools and in the central office.

While many factors have contributed to OUSD's success, several key reform efforts have particularly benefited our schools and students: our redesign of approximately 40% of schools into new small schools (that are typically outperforming other district schools, though this is not the case for Roots and Alliance); a comprehensive, individualized approach to reading in the early grades and use of the Open Court reading program; expansion of the Swun Math program from elementary into middle schools; instructional units and lessons based on the state standards and emphasizing key standards; frequent formative assessments; and increased teacher collaboration for data-driven instructional planning to hone their teaching skills. OUSD has supported these efforts through robust professional development for school leaders and teachers; provision of granular data from multiple assessments on each student and student cohorts longitudinally; guidance from the RExOs, and allocation of coaching to assist

schools in adapting the reforms to their own unique needs and integrating reforms into schools' extant programs. OUSD has also helped schools access increased funding for extended-day learning and enrichment programs that have helped promote student engagement, learning, and development. Our students are benefiting from OUSD's partnerships with many local agencies that are providing much-needed after-school, health, and mental health, and family support services at our schools.

As noted, both Roots and Alliance have assets that can be leveraged to help us implement aspects of the Transformation Model. Moreover, OUSD has important existing resources and new initiatives to support the schools' successful transformation.

OUSD conducted a year-long strategic planning process in 2010-11. Our new 2011-16 Strategic Plan, establishes our commitment to implement a Full Service Community Schools (FSCS) model district-wide. This model combines a strong academic program and an array of extracurricular supports for students and families, with each school serving as a community hub and a vehicle for community engagement and service delivery. Our vision for both Roots and Alliance under the Transformation Model is closely aligned with OUSD's FSCS initiative.

At the same time, OUSD has created a new governance structure to support our SIG schools (and several other low-performing schools in the district). As of summer 2011, these schools, as part of a "transformation network," report to our new Office of School Transformation (OST) rather than the Regional Network referenced earlier. OST houses the School Improvement Coordinator who is coordinating our SIG work at Elmhurst Community Prep and United for Success Academy. It is providing support for the interdepartmental efficiencies required to ensure that these schools' operational needs are prioritized, and is responsible for evaluating their implementation and outcomes. It works with OUSD's RAD unit to ensure that schools have timely and complete data on student attendance, performance, and other indicators. It works with our Family, Schools, & Community Partnerships Office to maximize extra-curricular learning support and health and wellness services, and leverage partnerships on behalf of students and families. OST worked with RExO Ms. Kean to plan this application and engage the Roots and Alliance communities in this effort. It is leading OUSD's SIG Teaching Effectiveness Working Group, which is developing an alternative teacher evaluation system and approach to incentives and rewards we will pilot at the SIG schools. It is now supporting the Transformation Teams at Roots and Alliance and will coordinate and support the SIG process there. In that regard, it is relevant to highlight the qualifications of key personnel in OST who will support our SIG work:

Aaron Townsend, SIG Coordinator for our SIG cohort 1 schools, will transition to manage the SIG process at Roots and Alliance. Mr. Townsend transformed a low-achieving middle school into a new, small secondary school: Coliseum College Prep Academy, located on the same campus as Roots. During his five years as Principal, the school's API improved by 100 points. He is familiar with measures to improve outcomes for high-need students and with the Roots community. His experience includes serving as Data Inquiry Coach for eight OUSD schools, as well as prior work as an Assistant Principal and Lead Teacher in planning new small schools. *Maya Woods-Cadiz* will serve as SIG Coordinator for our SIG cohort 1 schools. She was a highly effective and oft-recognized Principal and teacher in OUSD for 15 years, has Superintendent's Certification from the Association of California School Administrators' superintendent

cohort leadership development program, and teaches in credentialing programs They will work under *Matthew Duffy, OST Executive Officer*, who has overall responsibility for the SIG transformation process. Mr. Duffy was Executive Officer for OUSD's High School Network and previously was the Principal for six years at Elmhurst Middle School before it was split up and the founding Principal of Elmhurst Community Prep.

We want to highlight our experience and success in implementing the SIG process in two other Tier 1 transformation schools; our ongoing conversations with the bargaining units and support of the school board; our engagement with the school communities over three years, which has readied them to work with OST to overcome any challenges or roadblocks that should arise; and our support from Roots and Alliance staff and parents for implementing the Transformation Model.

To implement the required components of the model, the district and SIG schools will draw on the following resources.

REPLACE THE PRINCIPAL. OUSD replaced the Principals at Roots and Alliance as of July 2011. We recruited Gina Hill (Roots) from within the district, and Cheryl Lana (Alliance) from outside of it. Both are experienced leaders of inner-city middle schools and school reform efforts and have received training through U.C. Berkeley's Principals Leadership Institute. Ms. Lana currently teaches courses in urban school leadership and other topics at the Institute and serves as a mentor to future school leaders.

EVALUATION SYSTEMS FOR TEACHERS AND PRINCIPALS. OUSD's SIG Teaching Effectiveness Working Group is a team of educators, led by OST, developing a plan and system for evaluating our teachers. Its work includes identifying key indicators of student learning, effective core teaching strategies aligned with state standards for the teaching profession, and essential supporting conditions that ensure effective teaching. In 2010-11, we conducted a district-wide survey and hosted a convention where 200 teachers representing all district schools helped shape the Group's recommendations. The plan we are building is informed by a teacher effectiveness framework developed by the College Ready Promise, a consortium of charter school management organizations[3] that has advised OUSD. It will take into account student growth on district benchmark and state-wide assessments, observation-based assessments of performance, and other factors. It will include a system for rewards and incentives, and guidelines for removing teachers who do not demonstrate improvement in their practice after being provided ample opportunities to do so. SIG Coordinator Aaron Townsend meets on a biweekly basis with the leaders of the teachers' collective bargaining unit (Oakland Educators Association) to update our progress in developing this plan and get their input. OST has also convened an Effective Principals & Leadership Working Group, which is undertaking similar work. We are piloting this system at the SIG cohort 1 schools this year in anticipating of implementation in 2012-13. .

Prior to the 2012-13 school year, the SIG Coordinator will meet with the teaching staffs at Roots and Alliance to discuss how implementation of the Transformation Model will affect their responsibilities, our expectations for participation in PLCs and other activities, and the implications of the teacher evaluation system we are developing. Teachers who do not want to make a full commitment to this work or to augmenting their skills will be given the opportunity to take a position at another OUSD school.

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[3] Alliance, Aspire Public Schools, Green Dot Public Schools, and PUC Schools.

IDENTIFY AND REWARD SCHOOL LEADERS AND TEACHERS WHO HAVE INCREASED STUDENT ACHIEVEMENT. OUSD's RAD unit helps schools identify teachers who have increased achievement by analyzing and sharing longitudinal cohort data from district benchmark, CST, and CELDT assessments. OUSD rewards successful teachers via measures such as having their classes serve as demonstration classrooms, enlisting (and paying them) to lead professional development or provide coaching, and offering promotions to positions such as Regional ELA or Math Coach. Effective school leaders can have opportunities to serve as Leadership Coaches for Principals and schools, RExOs, or assume other leadership positions in the district. We will use these approaches to identify and reward successful leaders and teachers at the SIG schools.

ONGOING HIGH-QUALITY JOB-EMBEDDED PROFESSIONAL DEVELOPMENT. OUSD has considerable capacity to identify staff professional development needs and provide job-embedded professional development (e.g., observation, coaching, workshops on academic content and instructional skills, use of data, and school culture/climate issues, facilitation of PLCs) to Roots and Alliance through the Region 3 Support Team. SIG funding will enable us to augment this by assigning expert coaches, recruited from within and outside OUSD, to provide professional development for the school leaders and teachers in areas identified in our needs assessment. We are building into our plan two strands of professional development: 1) a Professional Learning Community approach involving Inquiry Teams in daily collaboration as well as end-of-school-year and summer retreats, supported by specialists in inquiry cycles, data-driven instruction, and Response to Intervention, and 2) structured weekly professional development workshops led by content area coaches, focusing on expanding teachers' content knowledge, pedagogical expertise, and use of consistent instructional practices school-wide, supported by job-embedded coaching and opportunities to observe effective peers. Teachers at both schools have begun a professional development/coaching program to support adoption of the evidence-based *Read THINK Apply* literacy model, which utilizes differentiated instruction and other strategies to enable students to *independently* apply literacy strategies and standards-based skills (see below). Coaches from The National Equity Project will coach the PLCs at both schools in student-centered inquiry, and will transformational provide leadership coaching to the Principal and Transformation Team at Roots. Roots teachers will further benefit from coaching from Futures staff members to replicate effective practices it has implemented, including integration of science, writing skills, and inquiry, and its culture of assessment and data analysis to inform instructional planning and differentiate instruction.

In addition, OUSD has developed a new comprehensive School Quality Review (SQR) process, informed by the Cambridge Education Quality Review and other best practices. We are piloting it at our SIG cohort 1 schools this year and will utilize it at Roots and Alliance in Years 1 and 3 of their SIG process. SQR will help us identify educators' needs and target PD so that it optimally enhances teaching and learning to support the schools' goals for student achievement and in other areas, in the context of the SIG process. It will guide stakeholders in the school's continuous improvement and the district's support for it, and guide high-stakes decisions about this school and other schools. (Note: *Please see further details about SQR under prompt V. below.)*

DATA-DRIVEN AND RESEARCH-BASED INSTRUCTION. OUSD uses the SBE-approved, standards-aligned Holt Literature and Language Arts/Mastering the California

Standards; Hampton Brown High Point Reading Intervention Program and Intervention Program for English Learners for middle-school ELA; and Prentice Hall and Holt, Rinehart, and Winston mathematics curricula. Both Roots and Alliance utilize Scholastic's Read 180 as an intensive intervention program. Read 180 has been extensively studied and shown to raise achievement for struggling readers and English Learners in middle school.[4] Both have adopted the *Read THINK Apply* (RTA) literacy model, supported by intensive professional development and coaching. At the six other low-performing OUSD schools using RTA, the percentage of students scoring proficient in ELA on the CST and district benchmark assessments has as much as doubled in a single year, and API growth has been substantially greater than in OUSD overall.[5]

Our elementary and middle schools also use the Swun Math program. We credit its use since 2007 with helping steadily and dramatically increase the percentage of OUSD elementary students meeting grade level standards. At the end of our middle schools' first year with Swun Math (2009-10), the percentages of students scoring proficient or higher on the CSTs in Math doubled at some schools (including Alliance), while 7th graders at schools using Swun Math meeting standards increased from 31% to 41%.[6]

One of the purposes of the SQR process OUSD will pilot at our SIG schools will be to help us use data from multiple sources to identify and replicate instructional and other programs and practices found to be effective. Therefore, this SQR process will help us guide selection of curricular materials and instructional practices to optimize the effectiveness of teaching and learning at the SIG schools.

CONTINUOUS USE OF STUDENT DATA TO INFORM/DIFFERENTIATE INSTRUCTION. OUSD schools and our RAD Department use the Edusoft Assessment Management System to house and analyze data from district benchmark, CELDT, CST, and other assessments. RAD provides granular reports on skill levels of students individually and disaggregated by student cohorts (grade level, teacher, race/ ethnicity, English language status, Special Education) to each school at intervals throughout the year. Periodic assessments enable schools to monitor changes in each child's skill levels and see patterns among groups of students and for each teacher's students. These robust data help teachers plan and differentiate instruction and inform schools' professional development plans. Roots and Alliance teachers use assessment data to some extent to plan and differentiate instruction. PLCs at both schools, supported by SIG funding, will engage in *daily* collaboration as Inquiry Teams to strengthen these practices. Each PLC will be guided by a specialist on data-driven instruction from the National Equity Project and a Data/Response to Intervention Coach. Teachers will also receive ongoing professional development from content area coaches and other specialists on differentiating instruction and other instructional practices.

Our RAD Department is expanding its data warehouse to include both quantitative, longitudinal student achievement data and qualitative data on risk behaviors, health, well-being, and school and community assets. It is collaborating with OUSD's Healthy

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[4] Please see http://read180.scholastic.com/reading-intervention-program/research.

[5] For example, at Acorn Woodland Elementary, proficiency in ELA increased from 22% in 2007 to 44% in 2008 and to 49% in 2009. At Encompass Academy, the corresponding increase was from 22% in 2008 to 43% in 2010.

[6] Please see http://www.swunmath.com/Current.htm.

Kids, Healthy Oakland Data Framework Task Force to: 1) bring together data about the whole child, drawn from various agencies; 2) reorient how we frame, present, and use data, in service of full-service community schools as well as policies and actions aimed at eliminating inequity; 3) create new tools to map unequal distribution of opportunities and constraints in different parts of the city where students live or go to school, and 4) provide comprehensive data analysis, indicators, and tools to help move every child closer to opportunities and further from constraints, so that each child has a protected pathway from early childhood to high school graduation and ultimately to college and career. This use of data will enhance the SIG schools' ability to gear instruction, academic interventions, and learning supports to the needs of individual students and student groups, while helping guide the district's efforts to eliminate inequity.

INCREASING LEARNING TIME AND CREATING COMMUNITY-ORIENTED SCHOOLS. All students at Roots and Alliance will have access to substantially increased learning time, which will be required for all students at these schools. As noted earlier, it will include 1) week-long Summer Extended Learning program as well as a 1-week Summer Bridge for rising 6th graders; 2) lengthening of instruction in core subjects by one hour each school day; and 3) lengthening the school day until 5 pm. The extended-day program will incorporate both targeted academic assistance and an array of enrichment activities aligned with students' learning needs. SIG funding will partially fund the increased learning time. It will be allocated for the summer programs; to compensate teachers for lengthening their school day by one hour (which will include lengthened core classes and daily PLC collaboration); and for some of the extended-day academic assistance and enrichment. State after-school program funding for Roots and Alliance will cover the costs of some of the required increased learning time during the extended day.

Roots and Alliance both have existing after-school programs (ASPs) open until 6:00 pm on school days. The ASPs include a mix of academic support and enrichment offerings and are already serving the majority of the schools' students. They are led by partner agencies (Safe Passages at Roots and Bay Area Community Resources at Alliance) with vast experience leading ASPs that contribute to students' academic success, enrichment, and youth development, while keeping students safe in the high-risk after-school hours. As part of the SIG process, we will incorporate engaging, interesting, targeted academic interventions for students who are not meeting standards into the ASPs, as well as tutoring, mentoring, visual and performing arts, use of technology to enrich learning, service learning, and career awareness activities. These extended-day programs will be instrumental in both building academic skills and helping improve the overall school climate and create optimal conditions for learning - including youth voice and youth leadership at both schools. ASP staff will be included in faculty professional development as appropriate to build their capacity to support student learning and ensure communication and alignment with the regular school day.

More broadly, our SIG effort will put into practice OUSD's commitment to a Full Service Community Schools model at Roots and Alliance. OUSD's Quality Community Schools Development unit is working with our Family, Schools, & Community Partnerships Office to move this effort forward. The latter supports and helps coordinate many elements of this model throughout the district, including our ASPs, school-based health centers, on-site mental health services, and family engagement efforts. Our SIG process will leverage the existing ASPs, Elev8 initiative at Roots, the Coordination of

Services Teams at both schools, and the Oakland School's Foundation's FamELI initiative (all described below) to strengthen the two schools' character as community-oriented schools with strong family engagement/leadership development components.

To facilitate close coordination between the core school day program and these other supports for students and families on campus, each school will have a SIG-funded Community Schools Director. This high-level position will be a "peer" partner to the principal with administrative responsibility for community partnerships and many of the non-academic components of the school's overall program. This role will allow the principal to maximize his/her focus on providing academic leadership.

PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT. OUSD has implemented Results-Based Budgeting (RBB) to give school site leaders the authority to make decisions about use of their general and categorical funding so that each school can strategically allocate resources to improve student outcomes. OUSD also loads school budgets with average salaries for vacancies, giving schools that hire younger teachers added funding to align with student needs. These policy measures will give the SIG sites discretion over use of funding streams to support the school improvement process. OUSD provides principals and School Site Councils financial management coaching for site-based budgeting and will continue to do so at Roots and Alliance.

In April 2011, OUSD obtained a contract waiver from the teachers' collective bargaining unit (OEA) allowing teachers to extend their work day, providing they receive additional compensation. This will enable us to both increase learning time and to allow teachers to collaborate in PLCs on a daily basis at Roots and Alliance.

OUSD's OST is in the process of establishing additional policies for schools in our transformation network to support the conditions needed for successful transformation, including: 1) giving the SIG schools the authority do extend the school day and school year; 2) defining the alternative plan for teacher evaluation, incentives, rewards, and removal, and working with OEA to have this approved for the SIG schools; and 3) flexibility around hiring and layoffs based on factors other than seniority.

ONGOING, INTENSIVE TECHNICAL ASSISTANCE AND RELATED SUPPORT FROM LEA. OUSD will augment existing supports provided to our schools for the SIG schools. Each school will have a .5 FTE SIG Coordinator, working within the OST. OST leadership reports directly to the Deputy Superintendent, and the SIG Coordinator will have access to peer support in OST and resources across OUSD departments. The SIG Coordinator will meet regularly with the Transformation Teams at Roots and Alliance to monitor progress in implementation, problem solve, and allocate appropriate support. He will lead monthly observation walkthroughs of the two schools. He will liaise between school leadership and the LEA, coordinating with our HR, Operations, and other departments to facilitate the project's implementation, logistics, compliance, and smooth operation. In addition, he will co-facilitate transformation network meetings for SIG Principals; help plan and facilitate SIG school staff retreats; broker professional development programs and coaching; and assist the schools in leveraging relationships with local agencies and stakeholders to support the schools. In addition, OUSD will hire a Best Practices and Research Coordinator to help identify and disseminate to the SIG schools best practices aligned with the SIG requirements, in areas such as teacher and leader evaluation systems, professional development, instructional reform, increased learning time, and community oriented schools. As noted, OUSD will pilot our new School Quality Review

process at the SIG schools in order to evaluate, focus, and strengthen school improvement work to promote better outcomes for students.

iv. Recruitment, Screening, and Selection of External Providers

OUSD plans to hire staff internally for some roles to help implement the transformation process, including the SIG Coordinator, Transformational Leadership Coach for Alliance, Data/RTI Coaches, and Community Schools Directors. We will engage external partners to assist with key components of the process. This will allow us to take advantage of expertise beyond OUSD, leverage resources already being deployed at these schools, benefit from the additional partnerships our partners draw on to serve young people and families, build OUSD's capacity in the areas addressed by the partners, and remain flexible as conditions change at each school.

OUSD's primary criteria for selecting community partners are: (1) experience working in OUSD or a similar district; (2) demonstrated expertise in the areas in which they will provide services; and (3) a record of successfully supporting school improvement. We have already chosen several outside providers to support our transformational efforts, based upon their current work at Roots or Alliance or elsewhere in OUSD, the strength of their services, and additional resources they can contribute to improving outcomes for our students and families. They are *The National Equity Project*, *Vanessa Flynn*, *Safe Passages*, *Bay Area Community Resources*, *Oakland Schools Foundation*, *East Bay Agency for Children*, *Seneca Center*, *Youth Uprising*, *Parent Institute for Quality Education*, and *U.C. Berkeley's Center for Educational Partnerships*.

The National Equity Project works with schools in historically underserved communities. Its core services are school improvement and instructional coaching, leadership development, and school and district redesign. It has coached 200 principals and 1,000 other educators in 15 school districts to be equity leaders in education. In 1999, "The Project" (then known as BayCES) partnered with parent organizers to establish the Oakland New Small Autonomous Schools Movement. It helped design, launch, and coach over half of the 40 small schools opened in Oakland and has been a key contributor to OUSD's distinction as the most-improved large school district in California over the past six years. In 2008-09, The Project's 29 recent partner schools made an average gain of 33 points on the API, more than twice the average gain state wide. Schools it has provided the longest support for showed dramatic improvement between 2003 and 2009.[7] The Project will support our SIG schools as follows: (1) Its Partnerships for Learning Program will provide coaching for the PLCs at Roots in Alliance in collaborative inquiry practices to strengthen classroom instruction. Three OUSD schools where this program was piloted had 14-20% increases in students scoring proficient on the ELA CST (compared to a 7% increase across OUSD). Target students in all 12 pilot schools in 2009-10 outperformed their peers by 13 percentage points in targeted CST strands.[8] (2) Its Leading with Equity Program will provide a Transformational Leadership Coach to work with the Principal and Transformation Team at Roots, to improve strategic planning, leadership, relationships, and school

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[7] For example, at ACORN, the proportion of students scoring proficient or better in ELA increased from 6% to 48% and in math from 10% to 70% during that period. At Think College Now, these gains were from 8% to 68% in ELA and from 23% to 85% in math.
[8] http://nationalequityproject.org/services/school/partnerships-for-learning

culture in order to promote change on behalf of every student's achievement

Vanessa Flynn, a former teacher and principal who developed the **_Read THINK Apply_** framework, is providing professional development and coaching to Roots and Alliance teachers in standards-based, data-driven, differentiated/small group work instruction. As noted earlier, the RTA framework has been used at six other OUSD schools and has led to dramatic increases in students meeting ELA standards.

SAFE PASSAGES was founded in 1998 as one of five sites in the U.S. selected to participate in the Robert Wood Johnson Foundation's national Urban Health Initiative. Today, it is an intergovernmental partnership committed to supporting vulnerable populations in Alameda County. It is the lead agency for the Elev8 initiative,[9] which offers an array of services for at five very-high-poverty, inner-city school campuses (including the Roots campus) in Oakland. These campuses are in diverse, traditionally underserved communities facing high rates of violence, low educational attainment in families, and other challenges. Elev8 gives Roots students and families access to a range of services on campus. Its ASP offers academic assistance and enrichment activities. Its AmeriCorps volunteers tutor students with low scores on the CSTs and have attendance problems. Its Family Advocate links parents to school activities, adult education classes on campus, and other community resources. It provides mental health counseling and case managers for students, and counseling and mentoring for gang-/violence-affected students. A Coordination of Services Team supports the 25 neediest students. A new campus Health Center offers physical, mental, and dental, and reproductive health services, case management, and health education. Through Elev8, families can access emergency food assistance; legal services, including for undocumented immigrants; and help signing up for MediCal insurance and other benefits. Safe Passages partners with other agencies for some services: East Bay Agency for Children (mental health); East Bay Community Law Center (legal); Alameda County Food Bank (emergency food distribution) and Alameda County Social Services Dept. (eligibility technicians to sign up families for government benefits; Youth Alive (counseling for violence/gang-affected youth); La Clinica de la Raza (Health Center).

At Roots, 362 of its 378 students participated in the Safe Passages-led ASP in 2010-11 Teachers rated the program highly on providing academic assistance, helping students improve relationships with their peers, and keeping students safe after school. 78% of youth, 96% of their parents, and 82% of teachers indicated the ASP gave students opportunities to learn new things. All youth and parents surveyed felt that participation in the ASP helped students feel more connected to the school.[10]

While Elev8 is an invaluable resource, it is not fully leveraged by or coordinated with Roots. Most of the tutoring, mental health and family engagement services are currently focused on families at Coliseum College Prep Academy (which shares the campus). We will work with Safe Passages to maximize use of the ASP and other Elev8 services to assist Roots students and their families. We will work with Safe Passages to strengthen the integration of ASP activities as an extension of the core school day and increase learning supports for students. We will incorporate new targeted academic

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[9] Elev8 is a national initiative that brings together schools, families, and the community in underserved neighborhoods to ensure that students succeed in school and in life.
[10] Public Profit. Oakland Out-of-School-Time Program Evaluation Report 2010-11.

interventions into the ASP – including small-group literacy and math interventions that address students' specific skill deficiencies and learning needs, as well as arts, technology, and integrated, project-based science instruction with a service-learning emphasis. We will also increase students' participation in other enriching activities, and leverage Elev8 services as venues for family engagement, parent leadership development, health/mental health, and other services to young people and families.

BAY AREA COMMUNITY RESOURCES (BACR) is lead agency for the ASP at Alliance. Founded in 1976, its programs focus on after-school services, youth development, alcohol and drug prevention/intervention, mental health services, and national service. It runs two of the largest AmeriCorps programs in California (BAYAC and OCASA), through which it trains and assigns volunteers to its own programs and other agencies. BACR's ASP at Alliance is one of 22 such programs it leads in Oakland and one of 53 ASPs in the Bay Area, serving 6,500 young people from disadvantaged communities throughout the school year. BACR provides a nurturing, enjoyable environment where students can improve their academic skills and engage in other enriching activities; integrates the principles and practices of youth development into all after-school activities, in order to promote positive peer and adult relationships and build young people's skills, confidence, sense of self and the future; and seeks to understand and meet the needs of schools, students, and parents. Its ASPs include homework centers where students get personalized help from trained adults. Enrichment activities include arts, recreational, athletic, health and wellness, career exploration, and youth leadership activities. BACR supplements core ASP staff by subcontracting with community-based providers; at Roots, these include Girls Inc., Opera Piccola, and Girl Scouts. Students in BACR's Oakland ASPs demonstrate significant improvements in their ELA CST scores. Also, 96% report "there is an adult who wants me to do my best," 92% say they get help with their homework, 80% say they learn good study skills, 82% reported that they get more exercise, and 97% of parents surveyed reported satisfaction with BACR's ASPs.

At Alliance, all 364 students participated to some degree in the BACR-led ASP in 2010-11 The program received high ratings from teachers, parents, and students on parents on providing academic assistance, new learning opportunities, helping students improve their study skills and relationships with peers, and feel connected to their school, keeping students safe after school, and overall satisfaction.[11]

We plan to coordinate with BACR to integrate the ASP as an extension of the core school day at Alliance and increase learning supports for students. We will incorporate targeted, small-group reading and math interventions into this existing extended day structure and work with BACR to maximize the degree to which Alliance students participate in and benefit from existing academic support and to ensure that it addresses their specific skill deficiencies and learning needs. We will coordinate with BACR to increase students' participation in other enriching activities; to incorporate service learning and other activities that promote youth development and youth leadership; and to utilize the ASP as a venue for family engagement and capacity building for issues such as supporting children's success in school, being effective parents of adolescents, and gang prevention.

The **OAKLAND SCHOOLS FOUNDATION** (OSF) will assist both schools to strengthen and formalize their family engagement program, promote parent leadership, and build

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[11] Public Profit. Oakland Out-of-School-Time Program Evaluation Report 2010-11.

long-term capacity in these areas, through its Family Engagement and Leadership Initiative (FamELI). FamELI helps schools engage parents effectively, to empower them to access the community supports available to them, navigate the educational system, become more comfortable engaging with teachers and principal, and participate fully in their children's learning. It helps schools develop Family Resources Centers and hosts quarterly meetings for Family Liaisons and Principals, to build their capacity for relevant family engagement strategies and leading family workshops and create strategic plans and systems. OSF has supported 14 OUSD schools over the past five years to develop and strengthen family engagement and parent leadership to support student success. FamELI schools have among the district's best survey results for parent involvement and satisfaction with their schools. OSF's FamELI Collaborative includes our SIG cohort 1 schools, Unified for Success Academy and Elmhurst Community Prep (which shares the campus with Alliance), and Coliseum College Prep Academy, which shares the campus with Roots. Both Roots and Alliance will join OSF's FamELI Collaborative

The **EAST BAY AGENCY FOR CHILDREN** (EBAC), founded in 1952, has grown into a regional agency that has a lasting impact on more than 17,000 children, youth, and families every year. EBAC's Prevention and Life Skills program (PALS), begun in 1987, fosters student success by providing mental health and consulting services to students, families, teachers, administrators, and school communities, There are currently 16 OUSD schools receiving PALS services, including. EBAC's mental health services are combined with its Violence Prevention program. This unique curriculum teaches children to stay safe in unsafe surroundings by improving peer relations, communication skills, anger/frustration management, and self-esteem. At Roots EBAC will provide mental health support to students and families, in order to address behavioral/emotional issues that can hamper young people's success in school and in other spheres.

SENECA CENTER, founded in 1985, provides a continuum of community-based and family-focused treatment services for children and families. Alliance is one of many schools in Oakland and other Bay Area communities where Seneca provides mental health services designed to help students with emotional/ behavioral issues and to accelerate their academic progress. Seneca enlists parents and other family members as partners in designing and implementing the education and treatment plans for their children. Our SIG effort at Alliance will coordinate closely with Seneca to provide needed mental health and educational support for students struggling academically and with emotional and behavioral issues.

YOUTH UPRISING (YU) is a highly regarded agency based in East Oakland that serves thousands of high-risk youth each year in its youth development, career and education, medical and behavioral health programs and social enterprises. In May 2010, US Attorney General Eric Holder visited YU and spoke of its exemplary work in using youth services to prevent youth and gang violence. Currently, a mentor from YU provides academic support and mentoring in the ASP at Alliance. We will expand this partnership to include four YU youth academic mentors. Each one will serve as an Extended Learning Assistant Teacher, partnering with the Academic Mentor Intervention Staff to provide small group instruction to youth who are performing at the Basic, BB, and FBB levels. Each YU youth mentor will also be matched with 4-5 high-risk students to provide 1:1 mentoring and support for one hour weekly.

The **PARENT INSTITUTE FOR QUALITY EDUCATION** (PIQE) creates partnerships

between parents, students, and educators to further students' academic success. PIQE's work has enhanced the education of more than 1.5 million under-served students' since its inception in 1987. Its classes are taught in 16 different languages by professional facilitators who are members of the communities they serve. OUSD has partnered with PIQE to bring its programs to many school communities. PIQE's *Parent Engagement Education Program* is a 9-week course in which parents learn how to create a positive educational environment at home using proven academic success tools. Parents also learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, how to be effective parents of adolescents, and other information vital to academic success of their children. The class series culminates in a parent group meeting with the school principal, followed by a PIQE graduation ceremony. PIQE's *Parent Leadership Program* focuses on building the capacity of parents at low-income schools to understand the educational system and be effective advocates for their children. Because of PIQE's particular expertise in effectively engaging low-income and Spanish-speaking parents/guardians in its program, we plan to contract with it to engage cohorts of parents at Alliance in these two PIQE programs.

U.C. BERKELEY'S CENTER FOR EDUCATIONAL PARTNERSHIPS works to promote college-going among traditionally disadvantaged students. We will engage one of its many outreach programs, Destination Adviser Corps, part of the National College Advising Corps, to assist Roots teachers to implement the program's "Believing the College Dream" curriculum to promote college awareness and high school readiness skills in students beginning in 7th grade. The Adviser will also lead conversations or "platicas" for Roots families, in Spanish and English, covering essential college knowledge and promoting parents' sense that their children can be college-bound.

At each school, the Community Schools Director will interface with partner agencies to coordinate our efforts, ensure students receive appropriate supports, and problem solve. As we further assess the needs of the schools, their students and families, and as the SIG process evolves over time, we may invite other external partners to participate directly in the SIG process at Roots and/or Alliance. The OST, school leadership, and staff from our Family, Schools, & Community Partnerships Office will hold informational meetings for interested potential partners, to apprise them of the nature and scope of services required, and give them the opportunity to outline how they might best meet the school's needs. We will evaluate each partner organization based on the criteria detailed above, their references, and how the organization's approach would complement that of other stakeholders involved in supporting the schools' transformation and improving outcomes for students. OUSD and the school leadership will consult with representatives from the broader school community in making decisions on which external partners to engage in our SIG work.

v. Align Other Resources with the Selected Intervention Models

SIG funding for OUSD to implement the Transformation Model at Roots and Alliance will be coordinated with and leverage extensive OUSD internal resources and external resources being deployed to benefit the schools' students, families, and communities.

OUSD's Quality Community Schools Development group (QCSD) is guiding and supporting school change throughout OUSD. It is funded by OUSD General Purpose funds and foundation grants. It helped develop our Office of School Transformation,

which is now managing our SIG program: supervising and supporting the LEA staff assigned to work with the SIG schools; supporting SIG school Transformation Teams; convening a transformation network of SIG Principals; coordinating support from other OUSD departments to ensure these schools' operational needs are prioritized; and closely involved in planning and monitoring implementation, evaluating outcomes, and guiding continuous improvement efforts. OST utilizes the same funding sources as QCSD as well as SIG funding.

The district has embarked on an effort to more deeply understand and enable quality teaching. We are utilizing Title I ARRA, Title II, and private funding to support QCSD's current work in setting forth OUSD's "Standards of a Quality School" and the accompanying School Quality Review (SQR) process. OUSD will pilot our SQR process at the SIG cohort 1 schools in 2011-12 and at Roots and Alliance subsequently. A team composed of QCSD staff and trained stakeholders (teachers, principals, parents) will visit each school for several days to observe classes, conduct interviews and focus groups with a broad array of school stakeholders, review the school's self-assessment, and analyze school and student outcomes. The SQR team will map the data gathered onto rubrics which describe OUSD's Standards of a Quality School, on the basis of which it will produce a report and presentation which will be shared with the school staff, students, families, the OST, Superintendent, and Board. The SQR process will produce actionable knowledge about the schools' strengths and weaknesses that will help school stakeholders refine and focus the ongoing school improvement work to promote better outcomes for students.

OUSD has received $2 million in funding from the S.D. Bechtel, Jr. Foundation for a multi-year elementary and middle school STEM initiative. This grant will fund a Math Specialist who will support teachers at Roots and Alliance in developing their content knowledge and pedagogical skills, data-driven instructional planning, and targeting interventions for individual students.

OUSD utilizes a robust student data system (Edusoft) and the SIG schools will be supported closely by data provided by our RAD Department's. The RAD Department is expanding its data warehouse by augmenting its ongoing collection and analysis of data on student performance and engagement (from multiple measures) with qualitative data on students' health, well-being, and school/community assets, derived from the California Healthy Kids Survey. These resources will inform the efforts at Roots and Alliance to improve instruction and school climate and provide individualized interventions (academic and non-academic) for students and families.

OUSD utilized Title I and Title IIA funds to support the development of our standards-aligned Benchmark Assessment system. Both SIG schools will use these assessments (in ELA, Math, Science, and Social Studies) several times per year to monitor learning and provide valuable data to help inform instruction, differentiation, and intervention based on the learning needs of student groups and individual students.

Each OUSD school receives a moderate amount of funding from Title I, Title II, Title II, EIA-SCE, and EIA-LEP for teacher professional development, coaching, to support specialized instruction for English Learners (such as in Academic English in content areas) part-time intervention specialists (for the Read 180 intervention for the lowest-performing 6th and 7th graders), and materials for academic support classes. SIG funding will leverage and substantially augment these resources via the use of expert coaches to strengthen the SIG schools' teachers' data-driven and inquiry-based

instructional planning and pedagogical skills, and to extend the learning day and expand targeted interventions for struggling students.

Both targeted schools will implement a Response to Intervention (RTI) continuum as part of their SIG process, guided by an RTI Coach, combined and balanced with the Positive Behavioral Interventions and Support (PBIS) framework.[12] PBIS is a robust training and coaching program to help teachers shift practice from punishing students to positively reinforcing behavior in order to prevent problem behaviors and enable students to achieve social and learning outcomes. It fits well into the multi-year process of developing and implementing a school climate/culture framework. These SIG schools are among a cohort of 10 schools with high suspension rates that have begun to implement PBIS, independent of SIG funding.

The high schools to which Roots and Alliance feed are undergoing significant restructuring beginning in 2011-12. Roots, Alliance, and the high schools will have the benefit of aligning their curriculum in a more vertical manner through the 12th grade so that we better develop corridors or pathways for students that have historically, through school choice, opted for school programs outside of their attendance area.

Both schools utilize Title I funds to promote parents' support for their children's education and involvement in the school. Some of this funding is allocated for refreshments for parent meetings and to cover travel costs for parents to attend conferences and workshops on supporting their children's academic success. Our priority on strengthening family engagement at the SIG schools will be coordinated with and leverage the Oakland Schools Foundation's FamELI initiative (described earlier). This initiative is funded by the Zellerbach Family, S.D. Bechtel Jr., and Elise and Walter Haas Foundations. Our two SIG cohort 1 schools are among 14 OUSD schools involved in it. Roots and Alliance will join OSF's FamELI Collaborative, which will assist them to engage families, promote parent leadership, and build capacity in these areas.

Substantial additional resources will contribute to extending learning time and providing other supports to students and their families, as follows:

ROOTS INTERNATIONAL ACADEMY. The Roots after-school program (ASP) will be a venue for academic intervention and other learning opportunities. It is supported by $108,000/year (expected to be $150,000 next year) from the CDE's After School Education & Safety (ASES) program; $62,500 from the Oakland Fund for Children and Youth (OFCY); and resources contributed by Safe Passages. These resources (which cover program coordination, activity leaders, an academic liaison between the ASP and the core school day, and enrichment programs) will help facilitate providing arts, service learning, and other youth development programming to support students' success.

The Elev8 program at Roots, run by Safe Passages, is funded by a multi-year grant from The Atlantic Philanthropies. Approximately $500,000 per year for Elev8 supports services shared by students and families at Roots and Coliseum College Prep Academy. Funding from Atlantic leverages a larger collective investment from the city, county, OUSD, corporate partners, and Safe Passages' AmeriCorps program. These resources enable us to provide academic support for the highest-need children, a gang prevention

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[12] PBIS is an initiative to reduce disproportionality in the juvenile justice system. It has been effective in many large urban districts including Los Angeles Unified School District, and is endorsed by the U.S. Office of Civil Rights.

program, and summer transition programs. Safe Passages has received funding from the Eisenhower Foundation for its Safe Haven program at Roots/ CCPA, in which an OUSD police officer mentors youth at risk of gang involvement. Another Elev8 resource is the Family Advocate (stationed at the Family Resource Center) who works to involve parents in the school and equip them to do so effectively, provides ESL and other classes, and links families to community resources. In addition, Alameda County Eligibility Technicians assist families to enroll for MediCal insurance and other public benefits. Finally, families can access emergency food assistance on campus.

Elev8 is linked to the Health Clinic on the Roots campus. There students and families can access physical, mental, and dental health services, case management, and health education. The Health Clinic is part of a network of school-based health centers (SBHCs) supported by the Alameda County Health Department, through several funding sources. These include: (1) base funding deriving from the Tobacco Master Settlement Agreement between the state and tobacco companies, as well as from Alameda's County Measure A (the "Essential Health Care Services Tax Ordinance," approved by voters in 2004); (2) MediCal streams, including EPSDT, CHDP Gateway and MediCal sensitive services; (3) "Our Kids" clinical case management for youth without MediCal insurance; and (4) Family PACT, a California Office of Family Planning initiative providing clinical reproductive health care services for adolescents and families.

Elev8 leverages community partnerships with agencies that provide services and contribute their own expertise and in-kind resources to this work: La Clinica de la Raza (will run the campus Health Center); East Bay Agency for Children (mental health services); Youth Alive (counseling for violence/gang-affected youth); East Bay Community Law Center (legal services); Alameda County Social Services Dept. (public benefits enrollment) and County Food Bank (emergency food distribution). These resources will contribute to providing extended-learning opportunities for students and more broadly to making Roots a Full Service Community School that enlists the community to support children's success in school and their family's advancement.

Alliance Academy. Alliance has as a multidisciplinary Coordination of Services Team in which school staff, the on-campus mental health provider (Seneca Center), ASP provider BACR, and other stakeholders collaborate to identify and align resources/ services to assist the highest-need students. This work will be integrated into our SIG process and be able to draw on new resources deployed to assist students and families, including extended learning, family engagement, and restorative justice opportunities.

Alliance receives $150,000 in ASES monies and $62,500 in OFCY funding per year for after-school academic support and youth enrichment activities. Its lead agency, Bay Area Community Resources, contributes $20,633 in cash/in-kind to the ASP. The ASP will be a venue for extending the learning day for Alliance students and for providing other enrichment/developmental opportunities. BACR subcontracts with local youth-serving agencies – Girls Inc. of Alameda County, Opera Piccola, and Girl Scouts – to provide academic enrichment and youth development programs in the ASP. Each one contributes expertise and extensive in-kind resources to benefit Alliance students.

Seneca Center will continue to provide mental health services for Alliance students, designed to address students' emotional/behavioral issues and assist them to succeed in school. These services are funded by Medi-Cal EPSDT monies and other funding streams, accessed through Alameda County Behavioral Health Care Services.

A new Health Center on the Alliance campus, operated by Lifelong Medical Center and part of the County Health Department's SBHC initiative, will give students and families access to medical, dental, clinical reproductive health care, and behavioral health services, and will be funded through the same streams that will support the SBHC is Roots (other than The Atlantic Philanthropies).

Our school transformation process at Alliance will leverage all of these extra-curricular resources, which will contribute to making Alliance a Full Service Community School and contribute strongly to supporting improved outcomes for Alliance students.

vi. Align Proposed SIG Activities with Current DAIT Process (Not applicable)

vii. Modify LEA Practices or Policies

We attribute much of OUSD's success in improving student performance in recent years to several key reform measures, including our Small Autonomous Schools policy, Results Based Budgeting, robust leadership development, and innovative professional development practices. Yet challenges remain in school communities like those of Roots and Alliance, where generational poverty, increasing violence, and historically under-supported and under-performing schools are barriers to student success, These schools need many levels of support, as well as the flexibility that allows for real reforms to take hold. As detailed earlier, OUSD is in the process of developing new practices and policies that are aligned with the requirements of the Transformation Model and will be piloted, evaluated, and refined at our SIG schools. These include:

- *New criteria and procedures for evaluating teachers' and Principals' effectiveness, incentives, and removal.* Official evaluation instruments are defined in our collective bargaining agreements, but OUSD has flexibility in designing ancillary tools and processes for use in conjunction with the official ones. The new evaluation systems, patterned after the College Ready Promise framework, will include multiple measures of student achievement, observation rubrics, and other factors. They will include systems for incentives and rewards for high-functioning leaders and teachers, such as opportunities for recognition, added earnings, and advancement, and for removal of teachers who are not meeting expectations. We have drawn on extensive input from teachers, administrators, and their unions. We plan to present the new plans for Board and collective bargaining unit approval in early 2012 and to reach agreement enabling us to implement modified evaluation systems in 2012-13.
- *Flexibility regarding teacher hiring and layoffs for the SIG schools.*
- *Rubrics defining the characteristics of a high-quality school, and a new School Quality Review process* for evaluating schools and for utilizing findings to inform continuous school improvement efforts. The rubrics and process will be piloted with the SIG schools during the 2011-12 and 2012-13 school years.
- *A 5-year strategic commitment to converting our schools into Full Service Community Schools* that combine strong academic programs and comprehensive supports for students and their families in order to maximize students' success.

OUSD obtained a contract waiver from the Oakland Education Association to allow teachers at our SIG cohort schools to have an extended work day and year. We are seeking a blanket agreement (a side waiver) for all OST schools, including Roots and Alliance, as of April or May 2012.

Another new policy we plan to pursue at the SIG schools will be to encourage those

teachers who are reluctant to make the commitment to being part of an active PLC with an extended work day, or who do not fully support their school's vision for itself, to transfer to other non-SIG schools in the district.

Along with extending the learning day for students, we plan to recruit students for the SIG schools whose parents/guardians are committed to their full participation, and to recommend that families who are not interested in the extended learning program choose another school, which is an option to them under OUSD's school choice policy.

In addition, as part of our focus on parent engagement and leadership development, we plan to prioritize enrollment for students whose parents/guardians are interested in and able to be actively involved at the school and in their children's education.

Already an exemplar in Results Based Budgeting, OUSD's central leadership will continue to support Roots and Alliance in using this model of site-based budgeting to afford the greatest results. Our Operations unit will assign coaches to assist the school leaders and Site Councils with financial management and strategic program planning.

viii. Sustain the Reforms after the Funding Period Ends

SIG funding is essential for supporting the transformation of these two schools. And since Roots and Alliance will serve as pilot sites for practices that will be extended across the district, the impact of the transformation process will go well beyond them.

Many elements of our transformation plans will require significant initial investment, and we anticipate that in order to ensure the long-term success of these schools, a continued infusion of funds, beyond the SIG grant period, will be required. However, the amount of funds necessary will diminish considerably once certain core practices have been established. Practices implemented as part of the transformation model, and their associated funding, can be organized into three categories: (1) practices dependent on initial capacity building – requiring only short-term funding; (2) practices ultimately adopted district-wide – requiring modest long-term funding; and (3) practices necessary for sustained success – requiring significant long-term funding.

CAPACITY-BUILDING PRACTICES. Many of the elements of the transformation plans are designed to build the capacity of individuals and systems at the site so that the practices become embedded in the fabric of the school. These include: developing the school leaders to embody effective leadership characteristics; incorporating inquiry tools and processes; building teachers' pedagogic skills, content knowledge, and capacity for data-driven instructional planning; designing systems within the RTI framework for responding to individual student needs; and establishing new frameworks and strategies to ensure a positive school culture and climate. These capacity-building elements will require significant initial resources in the form of coaches, inquiry groups, and time for teacher collaboration and professional development. OUSD will set parameters and timelines for the development of new skills and systems during the grant period, regularly evaluate the progress of each teacher and principal, and adjust the allocation of resources where needed so that new systems are put in place expeditiously and that each individual receives timely and targeted support. The capacity built in these areas will have a lasting positive impact on student achievement well beyond the grant period.

PRACTICES ADOPTED DISTRICT-WIDE. Our transformation plans include a number of practices OUSD is interesting in adopting district-wide, depending on their effectiveness

in the SIG schools. These practices include a revised teacher evaluation/reward system, school quality review process, and establishment of a Full Service Community Schools model. Practices incorporated across the district will either supplant current ones (and thus be cost-neutral) or become part of OUSD's strategic plan (and thus be supported with district funds). Roots and Alliance, after the piloting phase, will become demonstration sites for effective practices, hosting teams from within OUSD and the region as they disseminate, receive feedback on, and continue to refine key practices. In addition, teachers, administrators, and coaches that work in the two schools will be called upon to strategically "seed" some of these practices in other OUSD schools.

SUSTAINED SCHOOL-SPECIFIC PRACTICES. Some practices will require a sustained commitment to remain viable at these schools. They include an extended school day and school year; increased teacher collaboration time; and family outreach to enlist and equip parents to be effective partners in ensuring their children's success and to connect families to needed resources. While OUSD is committed to implementing these practices district-wide, long-term funding will be required to maintain them at the level to be pursued during the SIG program period.

OUSD has a record of success in raising funds from public and private sources. Over the past five years, we raised $28.6 million in private funds, $6 million of it locally for systemic and structural school reforms including the incubation of small schools and restructuring of large high schools into smaller learning communities. Donors include the Bill & Melinda Gates, Michael & Susan Dell, Broad, S.D. Bechtel, and Clorox Foundations, Kaiser Permanente, and many Bay Area family foundations. We have secured many government grants, including a recent federal grant to create effective smaller communities at the high school level. We have steadily increased extended-day funding through CDE's ASES and 21st Century programs as well as Oakland Fund for Children and Youth grants and will maximize this funding in the coming years. With the help of the Oakland Schools Foundation, since 2003, our individual schools have secured $18 million for ASPs, STEM programs, professional development, family outreach, visual and performing arts. National foundations, the county, and the city have invested in school-based health clinics in our middle schools and district-wide initiatives targeting obesity, asthma, and diabetes. The partner agencies in this initiative have raised substantial funding for OUSD projects. Many of these resources will contribute to our SIG process and are expected to continue into the future.

More broadly, OUSD is committed to accessing and aligning resources needed to realize our strategic focus on implementing full service community schools district-wide, a model embodied in our transformation plans for Roots and Alliance. Independent of the success of OUSD's fundraising, we are committed to sustaining the core elements of each school's transformation plan, reallocating resources from less-needy schools if necessary. Finally, we are confident the new model and capacity brought to bear will lead to better outcomes for students at Roots and Alliance, reduce the need for certain academic and extracurricular supports, and make it possible for these schools to reallocate resources to sustain the most valuable and potent reforms for the long run.

ix. LEA's Annual School Goals for Student Achievement

Roots International Academy and Alliance Academy will evaluate students' academic performance and skills using OUSD District Benchmark testing, the California Standards Tests, and the California English Language Development Test. Our district

as a whole, and each individual school, have established clear, measurable, and challenging goals for student achievement.

Below we first present our district's middle school goals for student achievement, student and family engagement, and other indicators of school performance. Both schools will be expected to achieve the district-wide goals for middle schools. We then present each school's goals for student achievement, including goals on the CST in ELA and Mathematics. Additional goals focus on each school's API and AYP targets, as well as other performance indicators related to issues referenced in our needs analysis.

As part of their ongoing cycle of data collection, inquiry, and adjustment, each school will refine their goals each year and regularly monitor progress toward them.

OUSD – Instruction, Leadership, and Equity in Action Goals for Middle Schools	
Achieve-ment	▪ Reach double digit growth in ELA and Math, as measured by CST, for all students – with a focus on historically under-served students ▪ 80% of students will increase their reading comprehension level by 2.0 grades
Attendance	▪ Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate ▪ Increase the % of 5th graders enrolling in OUSD 6th grade by 10% ▪ Increase the % of 8th graders enrolling in OUSD 9th grade by 10%
Teacher Retention	Improve the conditions in schools to retain at least 80% of our effective teachers
Safe & Supportive Schools	▪ Reduce Disciplinary Hearing Process referrals by 20% ▪ Reduce incidents of bullying by 20%, as evident in CHKS results
Parent Engagement	75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student

ROOTS INTERNATIONAL ACADEMY. Current school-specific goals and targets for are: Target #1: 56.8% of students overall and in each subgroup will score proficient or above in ELA (CST results). #2: 58% of students overall and in each subgroup will score proficient or above in math (CST results). #3: 100% of EL students will advance 1 proficiency level per year on CELDT. #4: Roots will exceed its API growth target. #5: Roots will meet all AYP criteria. #6: Student attendance will increase by 2% (compared to prior year). #7: Parent participation will increase by 10% (teacher/parent surveys)

ALLIANCE ACADEMY. Target #1: 67.6% of students overall and in each subgroup will score proficient or above in math (CST results). #2: 68.5% of students overall and in each subgroup will score proficient or above in ELA (CST results). #3: 100% of EL students will advance 1 proficiency level per year on the CELDT. #4: Alliance will exceed its API growth target. #5: Alliance will meet all AYP criteria. #6: Student attendance will increase by 2% (compared to prior year). #7: Parent participation will increase by 10% (measured by teacher/parent surveys)

| x. Serving Tier III Schools | (Not applicable)

| xi. Consultation with Relevant Stakeholders |

- OUSD began to consult with stakeholders in the Roots and Alliance communities

in 2009-2010, when we were weighing the school improvement options for our five Tier I schools. At that time we engaged these communities (school staff, parents/guardians, community members, and community partners) to provide guidance on the direction they wanted their school to take. Leadership at each school convened meetings for the stakeholder groups. We also held two public hearings. Each principal assembled a report that included longitudinal data on student achievement and attendance since the school's inauguration; input voiced at these meetings; an inventory of pros and cons regarding each of the SIG models from the school community's point of view; and a recommendation from the school community, and presented it to their NExO. At that time, the schools as well as OUSD's central leadership felt both schools were making substantial progress in student achievement; were confident in the leadership and staff at each school; and did not want to substantially change them, which would have been required under any of the other intervention models, and felt the schools should be given the opportunity to continue existing efforts to improve outcomes for students. Both schools petitioned the OUSD Board not to apply for SIG funding on their behalf, as they felt that none of the four options would result in the best outcomes for their students. Both recommended the Transformation Model as their second most viable option.

- Since that time, as detailed earlier, both schools have made some strides forward – and have encountered significant difficulties. Moreover, OUSD is developing new systems and procedures for evaluating and rewarding teachers based on student performance, in collaboration with the teachers' union. We have begun the SIG process at two other schools and now have a clearer idea of what it entails and the opportunities it represents for improving schools and achieving dramatically improved outcomes for students and families. In our broader strategic direction, in the past year we have made a commitment to implementing Full Service Community Schools across the district, which will dovetail with and support the SIG process at Roots and Alliance.

- Between March and May 2011, Region 3 RExO Kimi Kean collaborated with OUSD's QCSD group to convene a series of meetings at both Roots and Alliance, in order to review data on student performance and other issues identified in our needs assessment, and to consult with the school communities about the SIG process, the SIG model to be implemented, and particular areas of focus and strategies to be employed. Meetings were convened for these constituencies on these dates:

ROOTS: March 28 – Entire school staff; April 6 – Community (school leaders, parents, community members); April 14 – School Site Council (SSC) & English Language Advisory Council (SLAC). **ALLIANCE:** March 30 – Entire school staff; April 4 – Community (school leaders, parents, community members); April 25 – SSC and ELAC

PUBLIC HEARINGS CONVENED BY OUSD BOARD OF ED – May 2 and 11, 2011

Note: Documentation of these meetings are included as an Attachment.

SUMMARY OF INPUT OBTAINED – ROOTS. At the March 28 meeting at Roots, Ms. Kean revisited the SIG models and some pros and cons of each with the school staff (most staffers were familiar with them from the prior year). When asked to discuss the district's preferences, she explained why neither conversion to a charter school nor school closure is viable from the district's point of view (for the reasons provided earlier). Ms. Kean reiterated that in the other models, the school leadership had to be replaced. Staff members questioned the desirability of implementing the turnaround model – saying the instability caused by replacing the majority of teachers would have a negative impact on

students. There was consensus that using SIG resources to implement a comprehensive, sustained school reform process, should be pursued for the good of Roots students and families, and that the transformation model was the best option because it would cause the least disruption for the kids and allow the staff to build on existing strengths. Teachers referred back to strategies they had proposed last year that should be incorporated in the effort – including more coaching and collaboration time for leaders and teachers, smaller class sizes, implementation of RTI, increased student access to academic interventions, expanded extended-day programming, more parent outreach, involvement, and linkages to community resources. All of them are part of our plan for Roots, with the exception of smaller class sizes, because of the restrictions on use of SIG funding for this purpose and the difficulty of sustaining this measure.

At the April 6, 2011 SIG forum for Roots parents and other community members, input included several recurring themes. Although many participants agreed the SIG process would bring important needed resources to the school and be beneficial for students, several parents stated they were opposed to replacing the principal and wondered if the school could still participate in the SIG process without doing so. Ms. Kean explained that there was no option not to replace the Principal in the different SIG models other than if OUSD converted Roots into a charter school and the CMO decided to rehire Ms. Stewart. She explained that from the district's point of view the charter school option was not viable, since it is unknown whether a viable CMO will step forward to take over Roots. In any case, there was no support among the community for either pursuing that option or closing the school. Several parents indicated they felt that, independent of the school reform model implemented, parents should be more involved in decision-making and other aspects of the school; have more communication with teachers; and be assisted so they can be more effective in supporting their children's education. Other recurring themes focused on the need for more planning time for teachers so they can look more closely at students' learning needs and better plan how to help kids academically, and the need to extend learning time for students. Several parents indicated their desire that class size should be reduced. We are building all of these measures into our SIG plan for Roots, other than smaller class size.

SUMMARY OF INPUT OBTAINED – ALLIANCE. At the March 30 meeting at Alliance, Ms. Kean revisited the SIG models and pros and cons of each with the school staff, most of whom were familiar with them from the prior year. There was strong agreement that comprehensive school reform is needed "for the kids"; the Alliance staff and community are well aware of how much can be done with SIG resources, as the school shares a campus with Elmhurst College Prep Academy, which is currently implementing a SIG-funded transformation model. Ms. Kean explained why neither conversion to a charter school nor school closure is viable for the district, and that the other models, the school leadership had to be replaced. Several staff members agreed that there was a need for a more experienced school leadership and new approaches to leadership. Staff members supported the transformation model over the turnaround model, because it would be less disruptive and better allow the school to build on things that were working and its successes in improving student achievement. There was a consensus among staff that the school reform should focus on transforming both instruction and the school culture. Teachers pointed out several specific areas where they thought help would be valuable, including: collaborative planning time for teachers; smaller class size; implementation of shared teaching, student engagement, and behavioral management

strategies in all classes; leveled reading libraries in English classrooms; implementation of RTI; tutoring and other interventions for low-performing students; more positive roles for kids at school; and in-schools suspensions to prevent students from losing learning time. Each of these strategies is part of our plan for Alliance, except smaller class size.

At the April 4, 2011 SIG community forum at Alliance, several parents recognized that teachers need more time for collaboration in order to organize and plan instruction as well as opportunities to be observed by other teachers and receive feedback. A recurring theme that surfaced was the school climate/culture issues that have become acute this year. This theme encompassed issues such as classroom instruction that was not engaging or motivating for students; students more interested in playing in the hallways than in being in class; teachers frequently resorting to sending misbehaving students to the office; and teachers punishing the whole class for poor behavior by a couple of students. Several participants made comments that linked these issues to the poor leadership under the school's new Principal. Participants indicated that teachers need training "about how to get kids on their side and win them over" and non-punitive strategies for behavior management; need to "lead with a positive attitude" and show students that they "believe in them and support them"; should give students, especially English Learners, more opportunities to speak in class and work in small groups with their peers; and should implement strategies to turn students who have behavior problems into "leaders." Our reform efforts at Alliance will address all of these issues.

PUBLIC HEARINGS. In May 2011, OUSD's Board of Education hosted two public hearings to give the community additional opportunities to learn about the SIG models and provide input into the SIG process at Roots and Alliance: one at Roots on May 2 and the second meeting at the OUSD Board Room on May 11. Both meetings were properly noticed under the requirements of the Brown Act and OUSD's own policies, and information about the two meetings was distributed at the two schools. Comments were solicited on the overall SIG process, the intervention models appropriate to each school, and whether SIG applications should be submitted for each school.

FALL 2011 CONVENINGS. In summer 2011, OUSD's OST assumed responsibility for oversight and support of Roots and Alliance. In October and November 2011, SIG Coordinator Aaron Townsend convened meetings of the Roots School Site Council and the Alliance staff, Site Council, and community, to update them on the new round of SIG applications, revisit the rationale for the decision to pursue the Transformation Model; review the components of our proposed SIG process; elicit input about school and community needs and whether the plans we had devised last spring were appropriate. Mr. Townsend has also met several times with the new Principals at each site and has met once with each site's Transformation Team to discuss these issues, and particularly to strengthen our plan for providing increased learning time as part of the SIG process. The school communities have endorsed our program designs developed last spring. The most significant changes reflected in this application are the expansion and refinement of the increased learning time component and associated budget allocations.

PLANS FOR CONTINUING COMMUNITY ENGAGEMENT. In the coming months, personnel from our OST and QCSD group will engage the school Transformation Teams and communities in planning for school reform. The implementation process will provide ongoing opportunities for school staff, parents and other stakeholders to collaborate in promoting better outcomes for students and building capacity to sustain them.

SIG Form 4a—LEA Budget Summary

Fiscal Year (FY) 2012–13

Name of LEA: Oakland Unified School District	
County/District (CD) Code: 01-61259	
County: Alameda	
LEA Contact: Aaron Townsend	Telephone Number: (510) 336-7505
E-Mail: aaron.townsend@ousd.k12.ca.us	Fax Number: (510) 482-6182
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2012–13		FY 2013–14	FY 2014–15
		Pre-Imp.	Full Imp.		
1000–1999	Certificated Personnel Salaries	147,500	295,000	290,800	290,800
2000–2999	Classified Personnel Salaries	12,000	84,000	84,000	84,000
3000–3999	Employee Benefits	62,300	148,600	147,760	147,760
4000–4999	Books and Supplies	19,000	23,000	17,000	17,000
5000–5999	Services and Other Operating Expenditures		20,000		20,000
6000–6999	Capital Outlay				
7310 & 7350	Indirect Costs		43,816	29,136	30,216
Total Amount Budgeted		855,216		568,696	589,776

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SIG Form 4b—LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the LEA Budget Summary (SIG Form 4a) and include the costs in the FY 2012–13 column of this form. Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed. Tie component to budget item (e.g., Professional Development to PD class).

Activity Description (See Instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY '12-'13	FY '13-'14	FY '14-'15	
SIG Cohort 2 Coordinator: Lead implementation of SIG award including re-organizing and re-aligning district systems/support. Ensure compliance with state and federal grant requirements. Complete reporting requirements. Manage progress toward grant goals. -1.0FTE x $100,000/yr -Pre-implementation: Fund half year of salary to launch the initiative ($50,000)	$150,000	$100,000	$100,000	1000
Community Schools Directors: Coordinate, align, and evaluate efficacy of school's external partnerships and service providers at SIG school sites. -2.0 FTE x $90,000/FTE/year -Pre-implementation: Fund 2 FTE half year of salary to recruit and align partners ($90,000)	$270,000	$180,000	$180,000	1000
Transformation Network Professional Development: Provide professional development and technical assistance to SIG school leaders to lead their transformation efforts -4 Admin x 60 hours x $45/hour per year -Pre-implementation: Start PD for leaders, 30 hours ($5,400)	$16,200	$10,800	$10,800	1000
Evaluation Workgroups: Convene groups of teachers and leaders from the	$6300			1000

Activity Description (See Instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY '12-'13	FY '13-'14	FY '14-'15	
SIG schools to develop and implement new teacher and leader evaluation systems based on SIG requirements -6 Teachers x 20 hours x $35.hour -Pre-Implementation: Start the process to align with Cohort 1 SIG schools, 10 hours ($2,100)				
Object Code Series 1000 Totals	**$442,500**	**$290,800**	**$290,800**	
<u>Best Practices and Research Coordinator:</u> Coordinate the dissemination of best practices aligned to SIG requirements: Evaluation systems, professional development, instructional reform, increased learning time, and community oriented schools. Documents school practices and systems. -1.0 FTE x $60,000/year	$60,000	$60,000	$60,000	2000
<u>Office of School Transformation Office Manager:</u> Provide logistical support and manage compliance documentation with central office for SIG school sites to increase operational flexibility. -0.4 FTE x $60,000/year -Pre-implementation: Support schools in site planning process for 2012-2013 school year ($12,000)	$36,000	$24,000	$24,000	2000
Object Code Series 2000 Totals	**$96,000**	**$84,000**	**$84,000**	
<u>SIG Cohort 2 Coordinator:</u> -1.0 FTE x $100,000/year x 40% benefits -Pre-implementation: ($20,000)	$60,000	$40,000	$40,000	3000
<u>Community Schools Directors:</u> -2.0 FTE x $90,000/year x 40% benefits -Pre-implementation: ($36,000)	$108,000	$72,000	$72,000	3000
<u>Transformation Network PD:</u> -Staff extra time x 20% benefits	$3,240	$2,160	$2,160	3000

Activity Description (See Instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY '12-'13	FY '13-'14	FY '14-'15	
-Pre-implementation: ($1,080) Evaluation Workgroups: -Staff extra time x 20% benefits -Pre-implementation: ($420)	$1,260			3000
Research Coordinator: -1.0 FTE x $60,000/year x 40% benefits	$24,000	$24,000	$24,000	3000
OST Office Manager: -0.4 FTE x $60,000/year x 40% benefits -Pre-implementation: ($4,800)	$14,400	$9,600	$9,600	3000
Object Code Series 3000 Totals	**$210,900**	**$147,760**	**$147,760**	
Transformation Network PD: -Refreshments: 20 Meetings @ $250/meeting -Materials: 2.000/year -Pre-implementation: ($3,500)	$10,500	$7,000	$7,000	4000
Evaluation Workgroup: -Refreshments: 10 meetings @ $100/meeting -Pre-implementation: ($500)	$1,500			4000
Office of School Transformation Supplies: Support the daily operations and technical assistance for SIG schools. -Pre-implementation: ($5,000)	$15,000	$10,000	$10,000	4000
Office of School Transformation Technology: Provide OST staff with necessary technology to support SIG school sites. -Pre-implementation: ($10,000)	$15,000			4000
Object Code Series 4000 Totals	**$42,000**	**$17,000**	**$17,000**	
School Quality Review: Conducted by OUSD Quality Community Schools Development group in years 1 and 3 of grant implementation for each of the two	$20,000		$20,000	5000

Activity Description (See Instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY '12-'13	FY '13-'14	FY '14-'15	
schools -$10,000/review				
Object Code Series 5000 Totals	**$20,000**		**$20,000**	
Indirect Costs: 5.4% of total expenditures	$43,816	$29,136	$30,216	7000
Object Code Series 7000 Totals	**$43,816**	**$29,136**	**$30,216**	
LEA Budget Totals	**$855,216**	**$568,696**	**$589,776**	

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

Name of School: Roots International Academy	
County/District (CD) Code: 01-61259-0112805	
County: Alameda	
LEA Contact: Aaron Townsend	Telephone Number: (510) 337-7505
E-Mail: aaron.townsend@ousd.k12.ca.us	Fax Number: (510) 482-6182
SACS Resource Code: 3180 Revenue Object:　　　8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2012–13		FY 2013–14	FY 2014–15
		Pre-Imp.	Full Imp.		
1000–1999	Certificated Personnel Salaries	12,310	492,530	492,530	492,530
2000–2999	Classified Personnel Salaries	16,200	100,800	100,800	100,800
3000–3999	Employee Benefits	8,702	171,882	171,882	171,882
4000–4999	Books and Supplies	172,500	57,000	42,000	42,000
5000–5999	Services and Other Operating Expenditures	55,900	449,750	395,750	380,750
6000–6999	Capital Outlay				
7310 & 7350	Indirect Costs		84,433	66,256	65,446
Total Amount Budgeted		**1,622,007**		**1,269,218**	**1,253,408**

SIG Form 5b—School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the School Budget Summary (SIG Form 5a) and include the costs in the FY 2012–13 column of this form. Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

School Name: Roots International Academy

Activity Description	SIG Funds Budgeted			Object
	FY '12-'13	FY '13-'14	FY '14-'15	Code
Math Instructional Coach: Provide instructional professional development and coaching -1.0FTE x $60,000/year	$60,000	$60,000	$60,000	1000
Science Coach: Coach to support aligned, integrated science instruction during school day and extended learning. -0.5FTE x $60,000/year	$30,000	$30,000	$30,000	1000
Literacy Coach: Coach to support aligned, integrated literacy instruction during school day and extended learning. -1.0FTE x $60,000/year	$60,000	$60,000	$60,000	1000
Data/Response-to-Intervention (RTI) Coach: Coach to integrate use of assessment data throughout school for goal setting at the school, grade, class, and individual level. -0.5FTE x $60,000/year	$30,000	$30,000	$30,000	1000
Staff Extended Summer Retreat: Provide PD to form coherent school team and achieve site annual SIG goals. -18 Teachers x 5 days x 6 hrs/day x $40/hr	$21,600	$21,600	$21,600	1000
Year-time Professional Development: Provide extended professional development time for data analysis, targeted instructional planning, PLCs, conferencing with math/ELA coaches, collaboration and coordination with support staff -18 Teachers x 1 hour/day x 180 days x $40/hr	$129,600	$129,600	$129,600	1000
Staff Year-end Retreat: Three day staff retreat that will allow staff to compare results against goals and reflect on drivers of desired and undesired outcomes -8 Teachers x 3 days x 6 hrs/day x $40/hr -Pre-implementation: ($5,760)	$11,520	$5,760	$5,760	1000
Substitute Teachers: Support release days	$3,920	$3,920	$3,920	1000

Activity Description	SIG Funds Budgeted			Object
	FY '12-'13	FY '13-'14	FY '14-'15	Code
for teachers for collaboration and professional development. -14 Teachers x 2 days observation/teacher x $140/day				
New Student Summer Bridge: Acclimate new students to school community, culture and expectations. -4 Teachers x 5 days x 6 hrs/day x $40/hr -1 Principal @ $350/day x 5 days -Pre-implementation: Initiate the culture building for launch of transformation with new students ($6,550)	$13,100	$6,550	$6,550	1000
Summer Extended Learning Program: A one week program for students entering grades 6-8 to develop school culture practices and administer diagnostic assessments. -18 Teachers x 5 days x 6 hrs/day x $40/hr -2 Admin @ $350/day x 5 days	$25,100	$25,100	$25,100	1000
Extended Learning Coordinator: Aligns core instructional day with extended day program to maximize outcomes.-1.0FTE x $60,000/year	$60,000	$60,000	$60,000	1000
School Culture Coordinator: Coordinate positive school climate including school-wide systems, individual behavior support plans, and student leadership, -1.0 FTE x $60,000/year	$60,000	$60,000	$60,000	1000
Object Code Series 1000 Totals	**$504,840**	**$492,530**	**$492,530**	
Staff Extended Summer Retreat: -8 Support Staff x 5 days x 6 hrs/dy x $20/hr	$4,800	$4,800	$4,800	2000
Extended Learning Academic Mentors: Provide small group targeted instruction in ELA and Math. -2.0FTE x $30,000/year	$60,000	$60,000	$60,000	2000
Summer Extended Learning: -8 Support Staff x 5 days x 6 hrs/dy x $20/hr	$4,800	$4,800	$4,800	2000
Summer Bridge -2 Support Staff x 5 days x 6 hrs/dy x $20/hr -Pre-implementation: $1,200	$2,400	$1,200	$1,200	2000
Recruitment Specialist: Recruit candidates for SIG schools. -0.5FTE x $60,000/year -Pre-implementation: Initiate staff recruitment process prior to start of implementation ($15,000)	$45,000	$30,000	$30,000	2000
Object Code Series 2000 Totals	**$117,000**	**$100,800**	**$100,800**	

Activity Description	SIG Funds Budgeted			Object
	FY '12-'13	FY '13-'14	FY '14-'15	Code
Math Instructional Coach, Science Coach, Literacy Coach, Data/Response-to-Intervention (RTI) Coach, Extended Learning Academic Mentor, School Culture Coordinator, Recruitment Specialist @ 40% benefits. -Pre-implementation: $6,000	$138,000	$132,000	$132,000	3000
Teachers, Principals, Admin. and Support Staff @ 20% benefits -Pre-implementation: $2,702	$42,584	$39,882	$39,882	
Object Code Series 3000 Totals	**$180,584**	**$171,882**	**$171,882**	
Staff Extended Summer Retreat: Food: $3,000/year,Materials: $2,000/year	$5,000	$5,000	$5,000	4000
Staff Year-end Retreat: Food: $1,000/year, Materials: $1,000/year -Pre-implementation: $2,000	$4,000	$2,000	$2,000	4000
Student Rewards System: Support positive reinforcement of student culture, behavior, and performance. -$10,000/year	$10,000	$10,000	$10,000	4000
Books for Teachers: Training and supplemental instructional materials	$20,000	$5,000	$5,000	4000
Teacher Laptops and Maintenance: Laptops for each staff member -Pre-implementation only: 25 laptops (18 Teachers + 1 Principal + 1 AP + 5 Coaches) x $1,500/computer	$37,500			4000
WiFi on Campus: Pre-implementation only	$8,000			4000
Laptop carts: For blended learning implementation in extended day. -Pre-implementation only: 2 carts x $30,000/cart	$60,000			4000
Instructional Software: Programs to support blended learning.Pre-implementation only	$10,000			4000
Classroom Technology: Support increased core learning. Pre-implementation only	$50,000			4000
Summer Extended Learning Program: -Materials: $3,000/year	$3,000	$3,000	$3,000	4000
New Student Summer Bridge: -Materials: $2,000/year	$2,000	$2,000	$2,000	4000
Supplies: Resources to support the implementation of SIG program -Pre-implementation: $5,000	$20,000	$15,000	$15,000	4000
Object Code Series 4000 Totals	**$229,500**	**$42,000**	**$42,000**	
Staff Extended Summer Retreat: $7,000/yr	$7,000	$7,000	$7,000	5000
Staff Year-End Retreat: $1,000/year	$2,000	$1,000	$1,000	5000

Activity Description	SIG Funds Budgeted			Object
	FY '12-'13	FY '13-'14	FY '14-'15	Code
-Pre-implementation: $1,000 Supplemental Instructional Experiences: Provide students with real world experiences to connect to standards based learning outcomes. $15,000/year	$15,000	$15,000	$15,000	5000
National Equity Project Consultant: Leadership coaching and coaching to lead equity-centered PLCs that immerse faculty in small, inquiry teams. -Pre-implementation: Leadership coaching and leadership team formation ($42,900)	$169,650	$79,750	$64,750	5000
Arts Instructor/Additional Professional Development: Provide release time for staff for collaboration and PD. $20,000/year	$20,000	$20,000	$20,000	5000
Extended Day Consultants: Provide arts instruction/technology and service learning	$60,000	$60,000	$60,000	5000
Extended Day Transportation: Provide school-to-home bus transportation for students participating in extended day program. $20,000/year	$20,000	$20,000	$20,000	5000
Family Resource Center Development: Establish a FRC to engage families in the school and promote parent leadership. -.5 FTE FRC Director x $40,000/year -2 @ .5 FTE Parent Coordinators x $20,000/year -Pre-implementation: Fund the FRC director to hire staff and plan programming ($12,000)	$92,000	$80,000	$80,000	
FamELI: Consultation on family engagement strategies. PD through FamELI collaborative. $20,000/year	$20,000	$20,000	$20,000	5000
Integrated Mental Health: Provided by the East Bay Agency for Children. $60,000/year	$60,000	$60,000	$60,000	5000
College Advisor: Supports development of a college going culture. 1.0FTE x $30,000/yr	$30,000	$30,000	$30,000	5000
Formative Learning: Utilize online evaluation tool to support the teacher and leader evaluation projects	$10,000	$3,000	$3,000	5000
Object Code Series 5000 Totals	**$505,650**	**$395,750**	**$380,750**	
Indirect Costs: 5.4% of total expenditures	$84,433	$66,256	$65,446	7000
Object Code Series 7000 Totals	**$84,433**	**$66,256**	**$65,446**	
Roots International Academy Totals	**$1,622,007**	**$1,269,218**	**$1,253,408**	

SIG Form 5a—School Budget Summary (continued)

Fiscal Year 2012–13

Name of School: Alliance Academy	
County/District (CD) Code: 01-61259-0112771	
County: Alameda	
LEA Contact: Aaron Townsend	Telephone Number: (510) 337-7505
E-Mail: aaron.townsend@ousd.k12.ca.us	Fax Number: (510) 482-6182
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2012–13		FY 2013–14	FY 2014–15
		Pre-Imp.	Full Imp.		
1000–1999	Certificated Personnel Salaries	12,310	462,530	462,530	462,530
2000–2999	Classified Personnel Salaries	16,200	100,800	100,800	100,800
3000–3999	Employee Benefits	8,702	183,882	183,882	183,882
4000–4999	Books and Supplies	172,500	57,000	42,000	42,000
5000–5999	Services and Other Operating Expenditures	90,900	464,050	400,750	380,750
6000–6999	Capital Outlay				
7310 & 7350	Indirect Costs		84,325	64,258	63,178
Total Amount Budgeted		1,655,199		1,254,220	1,233,140

SIG Form 5b—School Budget Narrative (continued)

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the School Budget Summary (SIG Form 5a) and include the costs in the FY 2012–13 column of this form. Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

School Name: Alliance Academy

Activity Description	SIG Funds Budgeted			Object
	FY '12-'13	FY '13-'14	FY '14-'15	Code
Math Instructional Coach: Provide instructional professional development and coaching -1.0FTE x $60,000/year	$60,000	$60,000	$60,000	1000
Literacy Coach: Coach to support aligned, integrated literacy instruction during school day and extended learning. -1.0FTE x $60,000/year	$60,000	$60,000	$60,000	1000
Data/Response-to-Intervention (RTI) Coach: Coach to integrate use of assessment data throughout school for goal setting at the school, grade, class, and individual level. -0.5FTE x $60,000 /year	$30,000	$30,000	$30,000	1000
Staff Extended Summer Retreat: Provide PD to form coherent school team and achieve site annual SIG goals. -18 Teachers x 5 days x 6 hrs/day x $40/hr	$21,600	$21,600	$21,600	1000
Year-time Professional Development: Provide extended professional development time for data analysis, targeted instructional planning, PLCs, conferencing with math/ELA coaches, collaboration and coordination with support staff. -18 Teachers x 1 hour/day x 180 days x $40/hr	$129,600	$129,600	$129,600	1000
Staff Year-end Retreat: Three day staff retreat that will allow staff to compare results against goals -8 Teachers x 3 days x 6 hrs/day x $40/hr -Pre-implementation: Hold initial retreat to plan for implementation of transformation plan ($5,760)	$11,520	$5,760	$5,760	1000
Substitute Teachers: Provide release time for collaboration and PD. -14 Teachers x 2 days observation/teacher x $140/day	$3,920	$3,920	$3,920	1000

Activity Description	SIG Funds Budgeted			Object
	FY '12-'13	FY '13-'14	FY '14-'15	Code
New Student Summer Bridge: Acclimate new students to school community, culture and expectations. -4 Teachers x 5 days x 6 hrs/day x $40/hr -1 Principal @ $350/day x 5 days -Pre-implementation: ($6,550)	$13,100	$6,550	$6,550	1000
Summer Extended Learning Program: A one week program for students entering grades 6-8 to develop school culture practices and administer diagnostic assessments. -18 Teachers x 5 days x 6 hrs/day x $40/hr -2 Admin @ $350/day x 5 days	$25,100	$25,100	$25,100	1000
Extended Learning Coordinator: Aligns core instructional day with extended day program -1.0 FTE x $60,000/year	$60,000	$60,000	$60,000	1000
School Culture Coordinator: Coordinate positive school climate including school-wide systems, individual behavior support plans, and student leadership. -1.0FTE x $60,000/year	$60,000	$60,000	$60,000	1000
Object Code Series 1000 Totals	**$474,840**	**$462,530**	**$462,530**	
Staff Extended Summer Retreat: 8 Support Staff x 5 days x 6 hrs/day x $20/hr	$4,800	$4,800	$4,800	2000
Extended Learning Academic Mentors: Provide small group targeted instruction in ELA and Math. -2.0 FTE x $30,000/year	$60,000	$60,000	$60,000	2000
Summer Extended Learning: -8 Support Staff x 5 days x 6 hrs/day x $20/hr	$4,800	$4,800	$4,800	2000
Summer Bridge -2 Support Staff x 5 days x 6 hrs/day x $20/hr -Pre-implementation: $1,200	$2,400	$1,200	$1,200	2000
Recruitment Specialist: Recruit candidates for SIG schools. -.5 FTE x $60,000/year -Pre-implementation: ($15,000)	$45,000	$30,000	$30,000	2000
Object Code Series 2000 Totals	**$117,000**	**$100,800**	**$100,800**	
Math Instructional Coach, Literacy Coach, Data/Response-to-Intervention (RTI) Coach, Extended Learning Coordinator, Extended Learning Academic Mentors, School Culture Coordinator, and Recruitment Specialist @ 40% benefits -Pre-implementation: $6,000	$150,000	$144,000	$144,000	3000
Teachers, Principals, Admin. and Support	$42,584	$39,882	$39,882	3000

Activity Description	SIG Funds Budgeted			Object
	FY '12-'13	FY '13-'14	FY '14-'15	Code
Staff @ 20% benefits -Pre-implementation: $2,702 **Object Code Series 3000 Totals**	**$192,584**	**$183,882**	**$183,882**	
Staff Extended Summer Retreat: Food: $3,000/year, Materials: $2,000/year	$5,000	$5,000	$5,000	4000
Staff Year-end Retreat: Food: $1,000/year, Materials: $1,000/year -Pre-implementation: $2,000	$4,000	$2,000	$2,000	4000
Student Rewards System: Support positive reinforcement of student culture, behavior, and performance. -$10,000/year	$10,000	$10,000	$10,000	4000
Books for Teachers: Training and supplemental instructional materials	$20,000	$5,000	$5,000	4000
Teacher Laptops and Maintenance: Laptops for each staff member. Pre-implementation only: 25 laptops (18 Teachers + 1 Principal + 1 AP + 5 Coaches) x $1,500/computer	$37,500			4000
WiFi on Campus: Pre-implementation only	$8,000			4000
Laptop carts: Resources for blended learning implementation. Pre-implementation only: 2 carts x $30,000/cart	$60,000			4000
Instructional Software: Programs to support blended learning. Pre-implementation only	$10,000			4000
Classroom Technology: Support increased core learning. Pre-implementation only	$50,000			4000
Summer Extended Learning Program: -Materials: $3,000/year	$3,000	$3,000	$3,000	4000
New Student Summer Bridge: -Materials: $2,000/year	$2,000	$2,000	$2,000	4000
Supplies: Resources to support SIG programs. -Pre-implementation: $5,000	$20,000	$15,000	$15,000	4000
Object Code Series 4000 Totals	**$229,500**	**$42,000**	**$42,000**	
Staff Extended Summer Retreat: $7,000/yr	$7,000	$7,000	$7,000	5000
Staff Year-End Retreat: $1,000/year -Pre-implementation: $1,000	$2,000	$1,000	$1,000	5000
Supplemental Instructional Experiences: Provide students with real world experiences to connect to standards based learning outcomes. -$15,000/year	$15,000	$15,000	$15,000	5000
National Equity Project Consultant: Leadership coaching and coaching to lead equity-centered PLCs that immerse faculty	$178,950	$79,750	$64,750	5000

Activity Description	SIG Funds Budgeted			Object
	FY '12-'13	FY '13-'14	FY '14-'15	Code
in small, inquiry teams. -Pre-implementation: Leadership coaching and leadership team formation ($47,900)				
<u>Arts Instructor/Additional Professional Development</u>: Provide release time for staff for collaboration and PD. -$20,000/year	$20,000	$20,000	$20,000	5000
<u>Extended Day Consultants</u>: Provide arts instruction/technology and service learning	$60,000	$60,000	$60,000	5000
<u>Extended Day Transportation</u>: Provide school-to-home bus transportation for students participating in extended day program. -$20,000/year	$20,000	$20,000	$20,000	5000
<u>Family Resource Center Development</u>: Establish a FRC to engage families in the school and promote parent leadership. -0.5FTE FRC Director x $40,000/yr -2 @ 0.5 FTE Parent Coordinators x $20,000/yr -Pre-implementation: $12,000	$92,000	$80,000	$80,000	
<u>FamELI</u>: Consultation on family engagement strategies. PD through FamELI collaborative. -$20,000/year	$20,000	$20,000	$20,000	5000
<u>Integrated Mental Health</u>: Provided by the Seneca Center. -$60,000/year	$60,000	$60,000	$60,000	5000
<u>Formative Learning</u>: Utilize online evaluation tool to support the teacher and leader evaluation projects	$10,000	$3,000	$3,000	5000
<u>Conferences</u>: Support professional development goals of teachers to increase effectiveness and build capacity to train colleagues onsite -Pre-implementation: $10,000	$30,000	$15,000	$10,000	5000
<u>Read, Think, Apply</u>: Develop literacy across the curriculum strategies with coaching and support from RTA -Pre-implementation: $20,000	$40,000	$20,000	$20,000	5000
Object Code Series 5000 Totals	**$554,950**	**$400,750**	**$380,750**	
<u>Indirect Costs</u>: 5.4% of total expenditures	$84,433	$66,256	$65,446	7000
Object Code Series 7000 Totals	**$84,325**	**$64,258**	**$63,178**	
Alliance Academy Totals	**$1,653,199**	**$1,254,220**	**$1,233,140**	

SIG Form 9—Schools to Be Served

Indicate which schools the LEA commits to serve, their Tier designation, and the intervention model the LEA will implement in each Tier I and Tier II school. For each Tier I and Tier II Title I school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and those that are eligible to receive FY 2010 SIG funds, may implement the transformation model in no more than 50 percent of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) Turnaround	Restart	Closure	Transformation	WAIVER(S) TO BE IMPLEMENTED Start Over (Restart and Turnaround Only)	Implement SWP
Roots International Academy	01 61259 0112805	062805011907	X						X		
Alliance Academy	01 61259 0112771	062805012027	X						X		

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
a(1) Replace the principal who led the school prior to commencement of the transformation model.	The Roots principal was replaced as of July 1, 2011. The new Principal, Gina Hill, is now heading the school and the Transformation Team which will lead SIG process implementation at Roots.	7/11	7/11	OST, Superintendent, OUSD HR	Personnel Report to OUSD Board of Education; documentation of formal adoption by Board
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	OUSD's Teaching Effectiveness Work Group (TEWG) is developing a teacher evaluation system to be piloted at the SIG cohort 1 schools. Participants include Principals and teachers from the schools and members of OST. SIG Coordinator regularly reports on progress to and elicits input from leadership of teachers' collective bargaining unit (OEA).	2/11	1/12	OST Director SIG Coordinator	TEWG meeting agendas and notes
	OUSD Effective Leadership Task Force develops and finalizes framework for effective leadership and system for evaluating Principals, to be piloted at SIG cohort 1 schools	2/11	1/12	OST Director	Evaluation frameworks and systems for school leaders and teachers finalized and approved by OUSD Board.
	TEWG finalizes measures to evaluate teachers, to include measures of student academic growth, effective teaching strategies aligned with state	1/12	1/12	OST Director	

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	standards for teachers, observation-based assessments, and other factors. Plan incorporates a Teacher Development & Feedback System with teacher practice & student performance data strands, to be used to provide teachers with meaningful, frequent, and varied feedback on their practice.				
	OEA approves teacher evaluation system. OAOS approves evaluation system for Principals.	6/12	6/12	OEA & OAOS Presidents	"Side letters" from OEA and OAOS approving adoption of evaluation systems.
	Pilot evaluation systems at SIG schools, including incentives/rewards for effectiveness and use of supports for those not meeting standards.	9/12	6/15	OST Director	
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school	Transformational leadership coaching for Principal and Transformation Team.	3/12	6/15	SIG Coord.	Documentation of coaching sessions and content
	Each teacher establishes personalized professional learning plan with Principal.	8/12	8/12	Principal	Learning plans
	Intensive job-embedded professional development, collaboration, and coaching for teachers (see a(4) below).	8/12	6/15	SIG Coord., Principal	Coaching logs
	OUSD RAD Department provides data on student achievement to be used to	1/12	6/15	OUSD RAD	Roots data portfolio from RAD

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	gauge Principal/teacher effectiveness and inform strategies to improve it.			Director	
	Evaluate teachers and Principal based on systems developed by work groups.	9/12	On-going	OST Director	Teacher/Principal eval records
	Individualized coaching and support to improve Principal and teachers' practice to address identified weak areas.	9/12	On-going	SIG Coord., Principal	Coaching logs
	Identify Principal/teachers evaluated as effective practitioners for rewards aligned with district-wide incentives.	7/13	On-going	OST Director	Documentation of rewards, recognitions
	Recognize effective Principal, teachers at district-wide events.				
	Remove teachers/Principal who are not achieving goals for student achievement after receiving ample support to improve practice and results, as outlined in new evaluation systems.	7/13	6/15	HR Dept.	Assignment records
a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the	Principal participates in transformation school network PD monthly.	7/11	6/15	OST Direct.	Meeting logs
	Hire Transformational Leadership Coach.	3/12	3/12	OST Direct. Equity Proj.	Staffing records
	Transformational Leadership coaching for Principal, Transformation Team (TT)	3/12	On-going	SIG Coord. Principal	Coaching logs

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SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
school's comprehensive instructional program.	TT retreat to plan summer staff retreat, summer learning, PD for coming year.	6/12	6/12	SIG Coord. Principal	Retreat log
	Hire other coaches for PD, including: Equity Project's PFL coach and RTI, Literacy, Math, and Science Coaches. (OUSD has already identified likely candidates for each of these positions.)	7/12	7/12	OST Direct. OUSD HR, Equity Proj.	Staffing records
	Summer staff retreat to secure commitment to Theory of Action, orientation on SIG process, review student data, plan for coming year.	8/12	8/12	SIG Coord. Principal	Retreat log
	PLCs (whole staff, by grade level, subject area, and vertically aligned teams) meet for daily collaboration supported by specialists in inquiry cycles, data-driven instruction, RTI.	8/12	6/13	Principal, Equity Project, RTI Coach	PLC meeting schedules, logs, sign-in sheets
	Weekly PD workshops to strengthen teachers' content knowledge and pedagogical expertise.	8/12	5/13	Principal, Coaches	Workshop schedules and descriptions, sign-in sheets
	Coaches work with teachers individually and in classroom, observing, modeling, reflecting, refining practice over time.	9/12	4/13	Principal, Coaches	Coaching logs
	Teachers observe master teachers	10/12	6/12	SIG Coord. Principal	Observation logs

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
	End-of-year retreat for staff to assess progress and identify areas for improvement in next year.	6/12	6/15	SIG Coord. Principal	Retreat log
	Same schedule for PLCs, PD, coaching, peer observations, and staff retreats in 2013-14 and 2014-15.	8/12		SIG Coord. Principal	
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	Hire Recruitment Specialist for SIG schools.	5/11	5/11	OST Direct. HR	Staffing records
	OST given priority for hiring highly effective teachers for SIG schools.	7/11	6/15	Superintendent	Superintendent memo
	Establish criteria for ideal teacher in context of SIG transformation process and vision for Roots.	6/11	6/11	Principal, TT	Recruitment literature
	Orient staff on expectations for transformation process; some will elect to seek positions at other schools.	5/12	5/12	SIG Coord., Principal	Meeting agendas
	Recruitment specialist works with OUSD Middle School Staffing initiative, hiring fairs, and local teacher training programs to fill vacant positions.	6/12	8/12	OST Direct.	Candidate lists
	Procedures for recruiting skilled staff continue throughout grant period. Retention strategies include: staff who		6/15	OST, HR	

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	self-select for opportunity to be part of a school transformation project designed to achieve dramatic and sustained improvements in student outcomes; robust PD and support to help teachers achieve goals set in their personalized learning plans; and the incentives and rewards for demonstrated effectiveness defined in new evaluation criteria.				
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	OUSD has adopted SBE-approved, standards-aligned curricula for all core subjects, ELA and math interventions, and reading intervention for EL students. Roots also uses the research-based Read 180 intervention program, Read Think Apply, and Swun Math.	In place	In place		Williams reports
	Articulate curriculum with that of Futures, the feeder K-5 school on the same campus, with its emphasis on science integrated across curriculum, and high schools Roots feeds.	8/12	6/13	Principals, OST, Office of Leadership, Curriculum, Instruction	K-8 curriculum
	School Quality Review process at SIG schools to identify, replicate effective instructional programs and ensure curriculum implemented going forward	4/13	4/15		SQR reports for SIG schools

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: (I) or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	is vertically aligned and research based.				
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	Conduct assessments during summer program to help connect students to appropriate supports and services	8/11	8/11	Principal, RTI Coach	Assessment records
	OUSD provides granular student data to facilitate data-informed instruction	1/12	6/15	OUSD RAD Director	Roots data profile from RAD
	Equity Project and RTI Coach guide PLC Inquiry Teams in ongoing use of data to inform instruction. Content coaches guide teaches in instructional strategies and differentiated instruction	8/12	6/15	Principal, coaches	PLC activity logs
	Academic mentors coached by Data/RTI Coach and content area coaches to guide targeted interventions.	8/12	6/15	Principal, coaches	Coaching logs
	Data conferences 3 times per year as part of PLCs to study benchmark assessment data, set goals, and group students for optimal instruction.			Principal, coaches	PLC logs
	Staff retreats include granular review of student data to guide planning.			Principal	Retreat logs
c(1) Establish schedules and implement strategies that provide increased	Plan and implement 1-week summer Extended Learning program for all students + Summer Bridge for rising 6th graders (each year).	6/12	8/12	Principal	Summer program schedules, report Master schedule

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
learning time.	**Core**. Modify schedule to extend all core classes (ELA, Math, Science, Social Studies) by 15 min. each	8/12	6/15	OST Direct. Principal	
	Amount Increased: 60 min/day 5 hrs/wk				
	Enrichment. Extend required school day until 5 pm. Engage students in variety of academic assistance, enrichment activities.	8/12	6/15	OST Direct. Principal, Community Schools Director	Master schedule for extended-day program
	Amount Increased: 11 hours per week				
	Teacher Collaboration. PLC of school leaders and teachers collaborate as Inquiry Teams and receive coaching for one hour daily. PLC will also collaborate in end-of-year and summer retreats.	6/12	6/15	OST Direct., Principal	PLC schedule and logs
	Amount Increased: 5 hrs/wk + 7 days				
d(1) Provide ongoing mechanisms for family and community engagement.	Hire Community Schools Director (CSD), who works with TT and community partners to reach out to and coordinate services for families.	4/12	4/12	OST, HR OST	CSD activity log
	Campus Family Resource Center opens to provide parent classes, family basic needs assistance, access to resources.	8/12	6/15	CSD, Safe Passages	Activity/resource descriptions and logs of families served
	School Health Center on campus offers	1/12	6/15	CSD, La	Yearly report on services

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
	physical, dental, mental health services for youth and families.			Clinica, Seneca Ctr	provided
	Parent Engagement Coordinators conduct outreach to maximize family engagement and student success.	8/12	6/15	CSD	Outreach logs
	OSF Family ELI initiative, builds staff capacity for family outreach and engage and equip parents to support their children and exert leadership.	9/12	6/15	CSD, OSF	Family ELI convening logs and yearly evaluations
	3x yearly parent conferences to keep parents abreast of students' academic progress and engage their support	11/12	6/15	Principal	Parent conference logs
	UCB CEP Adviser leads series of parent "platicas" on college knowledge	10/12	4/15	Principal, CSD, UCB	Curriculum description and attendance logs
e(1) Give the school sufficient operational flexibility (such as staffing, calendars/ time, budgeting) to implement fully a comprehensive approach to substantially	Results Based Budgeting used to give Principal, TT, and SSC flexibility to strategically allocate all funding.	9/11	6/15	Superinten-dent, OST Director	RBB tool
	School given authority to extend required school day and school year	8/12	6/15	OST Direct.	Revised calendars
	OEA waiver approves SIG school teachers to have extended work day for increased learning time and daily PLC	4/11	6/15	OST Direct, OEA	Waiver
				OST Direct.	Side letter from OEA

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Roots International Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
improve student achievement outcomes and increase high school graduation rates.	Alternative plan for teacher evaluation, incentives, rewards, and removal approved for and used by SIG schools.	6/12	6/15	OEA	Policy documents
	School given flexibility on hiring, layoffs based on factors other than seniority.	6/12	6/15	Superintendent, OST Director	
e(2) Ensure the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	SIG Coordinator, working out of OST, will liaise between Roots leadership and the LEA's departments to facilitate the project's implementation, access to resources, logistics, compliance, smooth operation, problem solving	3/12	6/15	OST, SIG Coordinator	SIG notes
	SIG Coordinator will convene multi-day retreats with TT in June 2012 and prior to and at end of each year for visioning, goal setting, implementation planning.	6/12	6/15	SIG Coordinator	Retreat logs
	OUSD will conduct School Quality Review process to inform school reform strategies and allocation of resources.	4/13	5/13	OST Director	SQR reports from Roots and other SIG schools
	OST Best Practices/ Research Coordinator researches, disseminates best practices aligned to SIG requirements	7/12	6/15	OST Director	Documentation of practices and systems.

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
a(1) Replace the principal who led the school prior to commencement of the transformation model.	The Alliance principal was replaced as of July 1, 2011. The new Principal, Cheryl Lana, is now heading the school and the Transformation Team which will lead SIG process implementation at Alliance.	7/11	7/11	OST, Superintendent, OUSD HR	Personnel Report to OUSD Board of Education; documentation of formal adoption by Board
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	OUSD's Teaching Effectiveness Work Group (TEWG) is developing a teacher evaluation system to be piloted at the SIG cohort 1 schools. Participants include Principals and teachers from the schools and members of OST. SIG Coordinator regularly reports on progress to and elicits input from leadership of teachers' collective bargaining unit (OEA).	2/11	1/12	OST Director SIG Coordinator	TEWG meeting agendas and notes
	OUSD Effective Leadership Task Force develops and finalizes framework for effective leadership and system for evaluating Principals, to be piloted at SIG cohort 1 schools	2/11	1/12	OST Director	Evaluation frameworks and systems for school leaders and teachers finalized and approved by OUSD Board.
	TEWG finalizes measures to evaluate teachers, to include measures of student academic growth, effective	1/12	1/12	OST Director	

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SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
	teaching strategies aligned with state standards for teachers, observation-based assessments, and other factors. Plan incorporates a Teacher Development & Feedback System with teacher practice & student performance data strands, to be used to provide teachers with meaningful, frequent, and varied feedback on their practice.				
	OEA approves teacher evaluation system. OAOS approves evaluation system for Principals.	6/12	6/12	OEA & OAOS Presidents	"Side letters" from OEA and OAOS approving adoption of evaluation systems.
	Pilot evaluation systems at SIG schools, including incentives/rewards for effectiveness and use of supports for those not meeting standards.	9/12	6/15	OST Director	
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and	Transformational leadership coaching for Principal and Transformation Team.	3/12	6/15	OST Direct. SIG Coord. Principal	Documentation of coaching sessions and content
	Each teacher establishes personalized professional learning plan with Principal.	8/12	8/12		Learning plans
	Intensive job-embedded professional development, collaboration, and coaching for teachers (see a(4) below).	8/12	6/15	SIG Coord., Principal	Coaching logs

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	OUSD RAD Department provides data on student achievement to be used to gauge Principal/teacher effectiveness and inform strategies to improve it.	1/12	6/15	OUSD RAD Director	Alliance data portfolio from RAD
	Evaluate teachers and Principal based on systems developed by work groups.	9/12	On-going	OST Director	Teacher/Principal eval records
	Individualized coaching and support to improve Principal and teachers' practice to address identified weak areas.	9/12	On-going	SIG Coord., Principal	Coaching logs
	Identify Principal/teachers evaluated as effective practitioners for rewards aligned with district-wide incentives. Recognize effective Principal, teachers at district-wide events.	7/13	On-going	OST Director	Documentation of rewards, recognitions
	Remove teachers/Principal who are not achieving goals for student achievement after receiving ample support to improve practice and results, as outlined in new evaluation systems.	7/13	6/15	HR Dept.	Assignment records
a(4) Provide staff ongoing, high-quality, job-embedded professional	Principal participates in transformation school network PD monthly.	7/11	6/15	OST Direct.	Meeting logs
	Hire Transformation Leadership Coach.	3/12	3/12	OST Direct.	Staffing records
	Transformational Leadership coaching for Principal, Transformation Team (TT)	3/12	On-going	SIG Coord. Principal	Coaching logs

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
development that is aligned with the school's comprehensive instructional program.	TT retreat to plan summer staff retreat, summer learning, PD for coming year.	6/12	6/12	SIG Coord. Principal	Retreat log
	Hire other coaches for PD, including: Equity Project's PFL coach and RTI, Literacy, and Math Coaches. (OUSD has already identified likely candidates for each of these positions.)	7/12	7/12	OST Direct. OUSD HR	Staffing records
	Summer staff retreat to secure commitment to Theory of Action, orientation on SIG process, review student data, plan for coming year.	8/12	8/12	SIG Coord. Principal	Retreat log
	PLCs (whole staff, by grade level, subject area, and vertically aligned teams) meet for daily collaboration supported by specialists in inquiry cycles, data-driven instruction, RTI.	8/12	6/13	Principal, Equity Project, RTI Coach	PLC meeting schedules, logs, sign-in sheets
	Weekly PD workshops to strengthen teachers' content knowledge and pedagogical expertise.	8/12	5/13	Principal, Coaches	Workshop schedules and descriptions, sign-in sheets
	Coaches work with teachers individually and in classroom, observing, modeling, reflecting, refining practice over time.	10/12	4/13	Principal, Coaches	Coaching logs
	Teachers observe master teachers			SIG Coord. Principal	Observation logs

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	End-of-year retreat for staff to assess progress and identify areas for improvement in next year.	6/12	6/12	SIG Coord. Principal	Retreat log
	Same schedule for PLCs, PD, coaching, peer observations, and staff retreats in 2013-14 and 2014-15.	8/12	6/15	SIG Coord. Principal	
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	Hire Recruitment Specialist for SIG schools.	5/11	5/11	OST Direct. HR	Staffing records
	OST given priority for hiring highly effective teachers for SIG schools.	7/11	6/15	Superintendent	Superintendent memo
	Establish criteria for ideal teacher in context of SIG transformation process and vision for Alliance	6/11	6/11	Principal, TT	Recruitment literature
	Orient staff on expectations for transformation process; some will elect to seek positions at other schools.	5/12	5/12	SIG Coord., Principal	Meeting agendas
	Recruitment specialist works with OUSD Middle School Staffing initiative, hiring fairs, and local teacher training programs to fill vacant positions.	6/12	8/12	OST Direct.	Candidate lists
	Procedures for recruiting skilled staff continue throughout grant period. Retention strategies include: staff who		6/15	OST, HR	

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	self-select for opportunity to be part of a school transformation project designed to achieve dramatic and sustained improvements in student outcomes; robust PD and support to help teachers achieve goals set in their personalized learning plans; and the incentives and rewards for demonstrated effectiveness defined in new evaluation criteria.				
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	OUSD has adopted SBE-approved, standards-aligned curricula for all core subjects, ELA and math interventions, and reading intervention for EL students. Alliance also uses the research-based Read 180 intervention, Read Think Apply, and Swun Math.	In place	In place		Williams reports
	Articulate curriculum with curriculum restructuring occurring at high schools Alliance feeds.	8/12	6/13	Principals, OST, Office of	K-8 curriculum
	School Quality Review process at SIG schools to identify, replicate effective instructional programs and ensure curriculum implemented going forward is vertically aligned and research based.	4/13	4/15	Leadership, Curriculum, Instruction	SQR reports for SIG schools

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	Conduct assessments during summer program to help connect students to appropriate supports and services	8/11	8/11	Principal, RTI Coach	Assessment records
	OUSD provides granular student data to facilitate data-informed instruction	1/12	6/15	OUSD RAD Director	Alliance data profile from OUSD RAD Department
	Equity Project and RTI Coach guide PLC Inquiry Teams in ongoing use of data to inform use of data to inform instruction. Content coaches guide teaches in instructional strategies and differentiated instruction	8/12	6/15	Principal, coaches	PLC activity logs
	Academic mentors coached by Data/RTI Coach and content area coaches to guide targeted interventions.	8/12	6/15	Principal, coaches	Coaching logs
	Data conferences 3 times per year as part of PLCs to study benchmark assessment data, set goals, and group students for optimal instruction.			Principal, coaches	PLC logs
	Staff retreats include granular review of student data to guide planning.			Principal	Retreat logs
c(1) Establish schedules and implement strategies that provide increased learning time.	Plan and implement 1-week summer Extended Learning program for all students + Summer Bridge for rising 6th graders (each year).	6/12	8/12	Principal	Summer program schedules, report
	Core. Modify schedule to extend all	8/12	6/15	OST Direct.	Master schedule

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	core classes (ELA, Math, Science, Social Studies) by 15 min. each Amount Increased: 60 min/day 5 hrs/wk			Principal	
	Enrichment. Extend required school day until 5 pm. Engage students in variety of academic assistance, enrichment activities. Amount Increased: 11 hours per week	8/12	6/15	OST Direct. Principal, Community Schools Director	Master schedule for extended-day program
	Teacher Collaboration. PLC of school leaders and teachers collaborate as Inquiry Teams and receive coaching for one hour daily. PLC will also collaborate in end-of-year and summer retreats. Amount Increased: 5 hrs/wk + 7 days	6/12	6/15	OST Direct. Principal	PLC schedule and logs
d(1) Provide ongoing mechanisms for family and community engagement.	Hire Community Schools Director (CSD), who works with TT and community partners to reach out to and coordinate services for families.	4/12	4/12	OST, HR OST	CSD activity log
	Campus Family Resource Center provides parent classes, family basic needs assistance, access to resources.	1/12	6/15	CSD, Safe Passages	Activity/resource descriptions and logs of families served
	School Health Center on campus offers physical, dental, mental health services	1/12	6/15	CSD, La Clinica, Seneca Ctr	Yearly report on services provided

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: I or II (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	for youth and families.				
	Parent Engagement Coordinators conduct outreach to maximize family engagement and student success.	8/12	6/15	CSD	Outreach logs
	OSF Family ELI initiative, builds staff capacity for family outreach and engage and equip parents to support their children and exert leadership.	9/12	6/15	CSD, OSF	Family ELI convening logs and yearly evaluations
	Recruit parents for PIQE Parent Engagement and Leadership programs.	10/12	2/15	Fam Engag Coords.	PIQE class schedules and attendance logs
	3x yearly parent conferences to keep parents abreast of students' academic progress and engage their support	11/12	6/15	Principal	Parent conference logs
	UCB CEP Adviser leads series of parent "platicas" on college knowledge	10/12	4/15	Principal, CSD, UCB	Curriculum description and attendance logs
e(1) Give the school sufficient operational flexibility (such as staffing, calendars/ time, budgeting) to implement fully a comprehensive approach to	Results Based Budgeting used to give Principal, TT, and SSC flexibility to strategically allocate all funding.	9/11	6/15	Superinten-dent, OST Director	RBB tool
	School given authority to extend required school day and school year	8/12	6/15	OST Direct.	Revised calendars
	OEA waiver approves SIG school teachers to have extended work day for increased learning time and daily PLC	4/11	6/15	OST Direct, OEA / OST Direct.	Waiver

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Alliance Academy**   Tier: (I) or II (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
substantially improve student achievement outcomes and increase high school graduation rates.	Alternative plan for teacher evaluation, incentives, rewards, and removal approved for and used by SIG schools.	6/12	6/15	OEA	Side letter from OEA
	School given flexibility on hiring, layoffs based on factors other than seniority.	6/12	6/15	Superinten-dent, OST Director	Policy documents
e(2) Ensure the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	SIG Coordinator, working out of OST, will liaise between Alliance leadership and the LEA's departments to facilitate the project's implementation, access to resources, logistics, compliance, smooth operation, problem solving	3/12	6/15	OST, SIG Coordinator	SIG notes
	SIG Coordinator will convene multi-day retreats with TT in June 2012 and prior to and at end of each year for visioning, goal setting, implementation planning.	6/12	6/15	SIG Coordi-nator	Retreat logs
	OUSD will conduct School Quality Review process to inform school reform strategies and allocation of resources.	4/13	5/13	OST Direc-tor	SQR reports from Alliance and other SIG schools
	OST Best Practices/ Research Coordi-nator researches, disseminates best practices aligned to SIG requirements	7/12	6/15	OST Director	Documentation of practices and systems.

Attachments

<u>Documentation of Community Engagement</u>

<u>Letters of Support</u>

S.I.G. Forum

School Improvement Grant Planning Meeting

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Roots Academy – Staff Meeting
March 26, 2011 – 3:30-5:00 p.m.

Alliance Academy – Community Meeting
March 30, 2011 – 3:30-5:00 p.m.

MEETING ROLES:

- **Facilitator:** _____
  - ○ *To lead & keep the meeting on track*
- **Time Keeper:** _____
  - ○ *To ensure we honor established times*
- **Recorder/Reporter:** _____
  - ○ *Take notes & report out at next meeting*
- **Process Checker:** _____
  - ○ *To monitor best use of agreements*

MEETING AGREEMENTS:

- **Show Up** (choose to be present)
  - ○ *Check My Assumptions and Be Fully Present*
- **Tell the Truth** (without blame or judgment)
  - ○ *Use "I" Statements*
- **Pay Attention** (to heart and meaning, and behavior)
  - ○ *Assume Positive Intent*
- **Be Open to Outcome** (but not attached)
- **Commit to Actionable Work** (follow through)

Outcomes: • Discuss the School Improvement Grant opportunity. • Outline next steps for the Roots community.

Time	Item	Lead	Notes
3:30-3:40 (10 MINUTES)	**Introduction:** Whose present and what roles do they play.	KIMI KEAN	
3:40-4:00 (20 MINUTES)	**Grant Overview:** *The Big Picture Then & Now* Where we've been, where we are now, and what it means for us. **TABLE TALK:** A look at the 4 models.	"	
4:00-4:30 (30 MINUTES)	**Planning Forward:** *What Does This Mean for Us?* The process we'll use to move forward. Best models.	"	
4:30-4:45 (15 MINUTES)	**Next Steps:** *What do next?* What should we expect & what can we do?	"	
4:45-4:50 (5 MINUTES)	**Closure & Appreciations:**	"	

March 26, 2011 -- Roots Staff -- School Improvement Grant meeting -- Sign-in Sheet

Name	Grade	Position	Email
Traivon Soto Johnson	6-8	PE Teacher	traivonsoto@gmail.com
K. Psiaki	6-8	RS	kpsiaki@gmail.com
T. DeBellotte	6-8	Stip	Thirkelldebellotte@gmail.com
Geoff Vu	6	Teacher	geoffvu@gmail.com
Gauri Vaishampayan	6	Teacher	g.vaishampayan@gmail.com
Boris Kletser	6	Teacher	mr.kletser@gmail.com
Kia Clark	6	Teacher	clarkkm@aol.com
Sameeta Dasari	7	Teacher	sameeta.dasari@gmail.com
Genevieve Lawrence	8	Teacher	genevievemlawrence@gmail.com
Sakeena Ahsan	7	Teacher	sakeena.ahsan@gmail.com
David Weissman	7	Teacher	dgweissman@gmail.com
Daniel Grassian	6-8	SDC SH Teacher	daniel.grassian@ousd.k12.ca.us
Gregory Keener	8	Algebra	gregory.keener@gmail.com
Brandee Stewart		Principal	brandee.stewart@ousd.k12.ca.us
Ana Burgos		Adm. Assistant	ana.burgos@ousd.k12.ca.us
Natalie Soto		Adm. Assistant	natalie.sotovalencia@ousd.k12.ca.us
Lydia Moore		Teacher	lv2liddymo@yahoo.com; lydia.moore@ousd.k12.ca.us
Jennifer Nguyen		TSA	jennifer.nguyen@ousd.k12.ca.us
Abbey Atwood		Teacher	abbeyatwood@gmail.com
Joan Maurer		Teacher	no_fear_mama@hotmail.com
Art Mola		Project Coordinator	amola@oaklandnet.com
Lauren Chambers		ASP Coordinator	lchambers@safepassages.org
William Starling	8	Science Teacher	bwillstar@yahoo.com

S.I.G. Forum

School Improvement Grant Planning Meeting

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Roots Academy – Community Meeting/*Junta de la Communidad* - April 6, 2011 – **5:00 – 6:00 p.m.**

MEETING ROLES/*FUNCIONES DEL REUNIÓN*:

- **Facilitator/ *Facilitador*:** _____
  - ○ *To lead & keep the meeting on track*
  - ○ *Para dirigir y mantener la reunión*
- **Time Keeper/ *Posedor del Tiempo*:** _____
  - ○ *To ensure we honor established times*
  - ○ *Para garantizar que honramos tiempos establecidos*
- **Recorder/Reporter/ *Grabadora/Reportero*:** _____
  - ○ *Take notes & report out at next meeting*
  - ○ *Tomar notas y informarnos en la próxima reunión*
- **Process Checker/ *Poseedor del Proceso*:** _____
  - ○ *To monitor best use of agreements*
  - ○ *Para vigilar el mejor uso de los acuerdos*

MEETING AGREEMENTS/ *ACUERDOS DEL REUNIÓN*:

- **Show Up/*Aparacen*** (choose to be present)
  - ○ *Check My Assumptions and Be Fully Present*
  - ○ *Comprobar mi hipótesis y estar completamente presente*
- **Tell the Truth/ *Decir la Verdad*** (without blame or judgment)
  - ○ *Use "I" Statements*
  - ○ *Usar declaraciones del "Yo"*
- **Pay Attention/ *Prestar Atención*** (to heart and meaning, & behavior)
  - ○ *Assume Positive Intent*
  - ○ *Asumir intenciones positivas*
- **Be Open to Outcome/ *Estar abierto a la Obtención de Resultados***
  - ○ *Commit to Actionable Work/Comprometerse al Trabajo*

Outcomes: • Discuss the School Improvement Grant opportunity. • Outline next steps for the Roots community.
Resultados: • *Discutir la Oportunidad de la Subvención para la Mejora de Escuelas.* • *Discutir los próximos pasos para la comunidad.*

Time *Tiempo*	Item *Asunto*	Lead *Facilitador*	Notes *Notas*
5:00- **5:10** (10 MINUTES) *(10 MINUTOS)*	**Introduction:** Whose present and what roles do they play. ***Introducción:*** *Quien está presente y los funciones que hacen.*	KIMI KEAN	
5:10- **5:25** (15 MINUTES) *(15 MINUTOS)*	**Grant Overview:** The Big Picture Then & Now Where we've been, where we are now, and what it means for us. **TABLE** **TALK:** A look at the 4 models. ***La Visión en General:*** *Entonces y Ahora* *Donde hemos estado, donde estamos ahora, y lo que significa para nosotros.* ***CONVERSACIÓN DE LA MESA:*** *Discutir los cuatro modelos.*	"	
5:25- **5:40** (15 MINUTES) *(15 MINUTOS)*	**Planning Forward:** What Does This Mean for Us? The process we'll use to move forward. Best models. ***Planificación:*** *¿Qué significa este para nosotros? El proceso usaremos para avanzar. Mejores modelos.*	"	
5:40- **5:55** (15 MINUTES) *(15 MINUTOS)*	**Next Steps:** What do next? What should we expect & what can we do? ***Próximos pasos:*** *¿Qué hacer a continuación? Lo que debemos esperar y lo que podemos hacer.*	"	
5:55- **6:00** (5 MINUTES) *(5 MINUTOS)*	**Closure & Appreciations** *Cierre y agradecimientos*	"	

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Roots International

School Improvement Grant -- Parent/Community meeting

April 6, 2011, 5pm

Attendance

- Coach D – P.E. Director
- Pamela Fung – Director of Elev8
- Mr. Townsend – Principal of CCPA
- Amy K –Asst. Principal of CCPA
- Lauren Chambers – Afterschool coordinator of Roots
- Anna Bruges – Officer of Roots
- National Equity Project – works with teacher at Roots
- Eliza – works at Roots
- Dr. Willis – intervention specialist at Roots and a father here
- Celia – mother of a 7th grader
- Esther – mother 7th grader
- Anna – mother of a 6th grader at Roots
- Laura – mother of a 6th grader
- Pedro – father of a 6th and 8th grader
- 2 students

Questions discussed:

What do you remember from the process that took place last year?

Discussion around four models

Shareout -- questions raised and addressed

- When is this decision going to be made?
- Is there any way to keep our principal?
- What happens if we don't get the grant?
- How do we get more parents involved in this discussion?
- Concerns: based on the third option (charter school) – concern as parents around that. Would prefer to stay public
- As a parent, when the grant is granted or not, will (and when will) the parents be notified?
- Where does the idea of wanting to do this come from?
- If we convert into a charter or close – many of the schools will not have space for our children. What will happen?

S.I.G. Forum

School Improvement Grant Planning Meeting
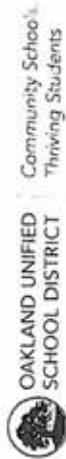
OAKLAND UNIFIED SCHOOL DISTRICT — Community School, Thriving Students

RooTS
— COMMUNITY SIGN-IN —
APRIL 14, 2011

Name	Role	Student's Name (if any)	Address	Phone #	Email
ISABEL MENDOZA	PARENT	7TH JOHANN	1729 CHURCH ST OAKLAND		
Lori Rivera	Mama	Miguel A. Salmerón	7514 Bancroft Av. Oakland, CA	(510) 750-9782	Lori2006@Yahoo.Com
Bill Hurling	Staff		125 Green Meadow Dr Oakland CA 94605	510-712-8494	b2ril5tar@yahoo.com
Boris Kletser	Staff		200 Montecito Ave #200 Oakland 94610	510 213 9672	MR. kletser@gmail.com
Leslie Hoppa	Staff				
Mario Cota				510 927-0690	
Candelaria Cota					
Celia Manzo	Mama	7° Grade Dennys	1453 65 Ave Apart "B" Zaque oakla d. 94621	(510) 568-8149	
Esther A Rodriguez	mama	Freddy Rodriguez			
Esther A Rodriguez	Mama @ Freddy Rodriguez	7: 1707-70th Ave Oaklnd	(510) 569-579		
Maria Tobish	Mama	Francisco ochoa	89080 Ds+op4kmen	510 689 4717	
Esperanza Mota	mom	Marcos Mota	5815 Elizabeth St #C	510 383 9107	esymota@gmail.com
Sebastian melendres	pape	B. PEN DAmelendres	1815 ChurASt oakland CA 94621	510 459 8534	
Gregory Kenner	Staff				
Ana Burgos	Staff	--	3369 Shawn Way Hayward, CA 94541	(510) 754-2794	ana.burgos@ousd.K12ca.us

ALLIANCE ACADEMY

School Improvement Grant meeting for Staff 4/30/2011 - Attendance list

Name	Grades	Role	Email Address
1. Ann-Kathrin Pehmer		Graduate Student Observer	
2. Katherine Wolfe		6 Math/Science Teacher	katherine.wolfe@allianceousd.org
3. Courtney Ortega		6 Math/Science Teacher	courtney.ortega@allianceousd.org
4. Jo Wycoff		8 Algebra 1	koolkolors@yahoo.com
5. Akilah Byrd	6 & 7	READ 180 Teacher - Intensive English	akilah.byrd@gmail.com
6. Branessa Kunitz		6 Teacher - English/History	bkunitz@gmail.com
7. Toniesha Webb		7 Teacher - World History	toniesha.webb@allianceousd.org
8. Kafi Payne		Assistant Principal	kafi.payne@allianceousd.org
9. David Ramirez		8 Teacher - Science	david.ramirez@allianceousd.org
10. Ashley King		7 Teacher - Science	ashley.king@allianceousd.org
11. J. Hilliard		6 Teacher - English/History	JeffreyHilliard1@aol.com
12. Memo Durgin	CTA/OEA	Union Rep	gdurgin@cta.org
13. Rosaura M. Altamirano		Administrative Assistant	rosaura.altamirano@ousd.k12.ca.us
14. Claude Jenkins		CONS	cjenkins47@hotmail.com
15. Oveida Crespo		Bilingual Clerk	oveida.crespo@allianceousd.org
16. Seema Sharma		7 Teacher - Math	seema.sharma@allianceousd.org
17. Mike Kinne		7 ELA	michael.kinne@allianceousd.org
18. Greg Klein		Principal	greg.klein@allianceousd.org
19. Jane Kaufman		8 Teacher - History	kaufmanhist@gmail.com
20. Faris Jabbar		8 ELA	fjabbar007@gmail.com
21. Davina Goldwasser		Leadership Coach	davina.goldwasser@ousd.k12.ca.us
22. Kim Nguyen			kimdungngu@sbcglobal.net
			faculty@allianceousd.org
			staff@allianceousd.org
			electives@allianceousd.org
			COST@allianceousd.org

S.I.G. Forum

School Improvement Grant Planning Meeting

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Alliance Academy – Community Meeting
April 6, 2011 – 5:00-6:00

MEETING ROLES:

- **Facilitator:** _____
  ○ *To lead & keep the meeting on track*
- **Time Keeper:** _____
  ○ *To ensure we honor established times*
- **Recorder/Reporter:** _____
  ○ *Take notes & report out at next meeting*
- **Process Checker:** _____
  ○ *To monitor best use of agreements*

Outcomes: • Discuss the School Improvement Grant opportunity. • Outline next steps for the Roots community.

Time	Item	Lead	Notes
5:00-5:10 (10 MINUTES)	**Introduction:** Whose present and what roles do they play.	KIMI KEAN	
5:10-5:25 (20 MINUTES)	**Grant Overview:** *The Big Picture Then & Now* Where we've been, where we are now, and what it means for us. **TABLE TALK:** A look at the 4 models.	"	
5:25-5:40 (15 MINUTES)	**Planning Forward:** *What Does This Mean for Us?* The process we'll use to move forward. Best models.	"	
5:40-5:55 (15 MINUTES)	**Next Steps:** *What do next?* What should we expect & what can we do?	"	
5:55-6:00 (5 MINUTES)	**Closure & Appreciations:**	"	

A-7

School: ALLIANCE ACADEMY
Invitation to Participate in School Site Council (SSC)

TODAY'S DATE / *Fecha de hoy*:   Wednesday, April 13, 2011

TO: Parents, Community Members, Teachers, Other Staff and Students
      Padres, miembros de la communidad, maestros, personal y estudiantes

You are invited to attend a meeting of our School Site Council (SSC).
Usted está invitado a asistir a una reunión de nuestro Consejo Escolar (SSC).

We will be discussing the School Improvement Grant process for Alliance Academy.
Vamos a discutir la Beca de mejoramiento de escuela y proceso.

On MONDAY, APRIL 25TH at 5:00PM in ROOM 27.
EL LUNES, 7 de marzo a las 5:00pm en el salón 27.

Proposed agenda

  I.   Welcome / *Bienvenidos*
 II.   Review and Approve Minutes / *Revisar y aprobar el acta*
III.   School Improvement Grant Engagement & Process / *Beca de mejoramiento de escuela y procesa*
IV.   Review and Modifications to 2010-2011 SPSA / *Revision y Modificacion al SPSA*
 V.   Review and Approve 2010-2011 Safety Plan / *Revision y Aprobación de Plan de Seguro*
VI.   Review and Approve 2011-2012 SPSA / *Revision y Aprobación de SPSA 2011-2012*
VII.   Public Input / *Opinion Publica*
VIII.   Establish Date of Next Meeting and Adjourn / *Establecer fecha para nuestra próximo junta y Despedidas*

Sincerely,

Greg Klein
Principal

S.I.G. Forum

School Improvement Grant Planning Meeting

OAKLAND UNIFIED SCHOOL DISTRICT | Community Schools, Thriving Students

– COMMUNITY SIGN-IN –
APRIL 25, 2011

NAME	Role	Student's Name (and Grade)	Address	Phone #	Email
Maria Sanchez	staff		1262 manuel ct.	692-7452	Mary-Alliance@yahoo.com
Greg Klein	Pri-Staff		3945 Harrison st. #34	290-4005	Greg Klein@ousd
Kafi Payne	Staff		1800 98th Ave	788-0408	KAFI.PAYNE@OUSD
Sergio Garcia L.		Samuel G.	9136 MAC-ARTHUR	(510) 978 6207	
Gabriela Hernandez		Gabriela Hernandez	10005 A st OAKLAN cA 94603	(510) 632-8742	
Ma Guada Life Masaville lla		Monica Masavilla	9604 B St	510 636-8565	
Elva Tlilitla		Cealia Tlilitla		(510 568-5623	
Olga Toys		Jessica Meza	9523 B st oAKlAN CA 94603	(510) 878-26.02	oveidita@yahoo.com
Oveida Crespo	staff				
Courtney Ortega	staff				courtney.ortega@ousd
Laura Montes	sle				
Kimi Kean	Regional Office OUSD				kimi.kean@ousd.k12.ca.us

Community Agreements:	Norms
Participate fully	Start and end on time
Take risks, do bold work, think transformationally	Courteous use of cell phones
Keep students at the center	Laptops for OST work
Assume positive intent and be humorous	Share your air time

Transformation Network Professional Development
October 25, 2011
Team Time 4:30-6:45pm

GOALS	OUTCOMES
Initiate the leadership teams for both sites and SIG cohort 2 team	• Team norms and process checking system
Develop shared understanding of the mission, currently reality, and theory of action of the schools.	• Mission—common themes across the team • Current Reality—Additional needs not captured in proposal and need that have been addressed • Theory of Action—Alignment of SIG requirements to the school's theory of actions
Map SIG proposal elements to the relevant theories of action for each school and needs stated in the current reality.	• Completed map of school vision, current reality, theory of action, and SIG proposal pieces. • Identified questions and gaps in proposal to address

AGENDA ITEM	FACILITATOR	TIME
Team Norms	Aaron	4:30-4:40
School Vision	Aaron	4:40-5:00
Current Reality	Aaron	5:00-5:30
Dinner		???
Theory of Action	Aaron	5:45-6:15
SIG Proposal	Aaron	6:15-6:45

"Leadership would be a safe undertaking if your organizations and communities only faced problems for which they already knew the solutions" from *Leadership on the Line*

School Site Council Meeting (SSC)

Thursday, October 27, 2011
6:00 to 6:30 p.m.
In Roots International Academy Library

Agenda

I. Welcome
II. Roll call and establish quorum
III. Approval of minutes
IV. Review Students Achievement Data (CST, API, CAHSEE, AYP, CELDT, etc.)
V. Approve Modifications of 2011-2012 SPSA as needed
VI. Monitor implementation of SPSA
VII. Implement parent involvement and education activities
VIII. DAC representative Report
IX. Submit SSC establishment documents (flyer/agenda), sign-in minutes, and roster) to State and Federal Compliance by October 31, 2011
X. Transformation Improvement Grant (SIG)
XI. Public Input
XII. Establish date of next meeting and adjourn

School Site Council Meeting (SSC) - Junta Del Concilio Escolar (SSC)

ENGLISH LEARNERS ADVISORY COMMITTEE (ELAC) - JUNTA DEL COMITE DE QUIENES APRENDEN INGLÉS (ELAC)

Sign-In – Lista de Asistencia

School: Roots International Academy   **Date:** October 27, 2011

Print Name, Phone Number and Email Address / Imprima su Nombre, Número de Teléfono y Correo Electrónico	Signature / Firma	Staff	Parent or Community / Padre o Comunidad	Student / Esudiante
1 Feliciano Ramos	Feliciano Ramos		X	
2 Ann Mendoza	Ann Mendoza		X	
3 Mario Cota	Mario Cota		+	Lucas Cota
4 Catelaria Cota	Catelaria Cota		X	Lucas Cota
5 Georgina Ramirez	Georgina Ramirez		X	Pablo Ramirez
6 Jose Ramirez (510) 919-1930 Josrm69@sbcglobal.net	Jose Ramirez M.		PARENT	Chris Ramirez
7 Tracy Taylor-Davis	Tracy Taylor-Davis		Parent	Michael Olsen
8 Boos Mielsof 510 213 8672 mr.kleker@gmail.com		✓		
9 Esther A Rodriguez (510) 569-5519	Esther A Rodriguez		parent	
10 Gina Hill			X R.	

school site council meeting sign in form

S.I.G Meeting

Wednesday, November 2, 2011
5pm
Elmhurst FRC

Come discuss your ideas for the Alliance School Improvement Grant

Sig Meeting   11/2/11 5pm

Parent's name	Phone #	Student's name
Ermelinda Godinez	(510) 712-9097	Kasandra Godinez, Viviano Barbosa
Aaron Townsend	(510) 368-8253	OUSD
Jose arqueta	510) 472-2855	
Leticia Vega	(510) 553-0971	Andres Vega
Hilda Garcia	(510) 200-3523	Patricia Garcia
Leticia de doera	(510) 355-68-73	Maria #8 Roberto Torres #
Guadalupe Amado	(510) 472-4720	Alexander León #7

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November 14, 2011

School Improvement Grant Program
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Avenue S.W., Room 3C116
Washington, DC 20202-6132

Re: Support of School Improvement Grant Applications (SIG) for Alliance Academy and Roots
International Academy, Oakland, CA

To Whom It May Concern:

I am writing to express my support for the SIG applications of Alliance Academy and Roots International Academy. Our organization, formerly known as the Bay Area Coalition for Equitable Schools (BayCES), has worked for over 10 years with Oakland Unified central office and over 40 schools to improve educational experiences and outcomes for historically underserved students. We are deeply committed to supporting Oakland school improvement and will contribute to the school reform process for Alliance and Roots Academies in whatever ways we can.

Our Oakland partner schools, all serving high-poverty communities, demonstrate a pattern of success. The schools that we have worked with in a sustained way have shown dramatic improvement in climate, community partnership, and achievement. Currently we support over a dozen Oakland schools in a collaborative inquiry project in which teams consisting of the principal and teacher leaders examine focal student work and data and plan instruction and interventions. That team takes responsibility for spreading practices of formative assessment and learning partnerships with students throughout the school. I applaud Oakland Unified for recently implementing a similar focal student collaborative inquiry project district wide, and I believe that this approach can yield dramatic improvements in the capacity of teachers to develop productive learning partnerships with students in these two schools.

I look forward to supporting the efforts of Alliance and Roots Academies as a local partner who is deeply committed to the success of Oakland public school students and families. Please do not hesitate to contact me with any questions.

Sincerely,

LaShawn Route Chatmon
Executive Director

November 14, 2011

School Improvement Grant Program
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Ave. SW, Room 3C116
Washington, DC 20202-6132

Re: Support of the OUSD School Improvement Grant Application

To Whom it May Concern:

I am pleased to endorse the School Improvement Grant application of the Oakland
Unified School District, covering Alliance Academy Middle School and Roots
International Academy.

The Oakland Schools Foundation provides operational support of various kinds to
more than 40 schools in Oakland that serve a primarily low-income population. We
have helped most of these schools refine their strategic plans, manage their
programs by focusing on data-driven improvement, raise and manage money from
individual and institutional donors, and enhance their communications with
families, communities and donors.

We are encouraged by the thought and planning that the OUSD and its schools have
put into the School Improvement Grant application, and by the progress that is
being made in the two schools in OUSD that have active SIG grants now – Elmhurst
Community Prep and United for Success Academy. We are confident of the success
that OUSD will be able to produce for Alliance and Roots. Please feel free to contact
us at 415-420-5640 with any questions.

Sincerely,

Dan C. Quigley
Executive Director

Excellence for All Students
Support Oakland Public Schools

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